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ABSTRACT

This report on a project concerned with planning and integrating basic academic skills in vocational education contains three sections. The first section describes required elements of the project; the second section presents a detailed review of how each of the major deliverables was developed; the third section outlines recommendations. The goals of the project were: to develop competency-based materials for use in vocational teacher and counselor education training programs; to assist vocational educators and counselors to integrate basic academic skills into vocational education and school counselor education programs; to field-test the materials in preservice vocational teacher education and school counselor education programs across the country; and to disseminate the materials to preservice training programs and other curriculum materials dissemination networks. Two working groups of national experts in vocational teacher education and counselor education, representing higher education, the public schools, and business and industry, assisted in conceptualizing literature reviews and focus of the curricula. There were four major phases of this project: (1) information collection; (2) draft product development; (3) field testing; and (4) product revision and dissemination. Among appendices forming the bulk of this document are the Review of the Literature (in four chapters plus references) and the plan for site visitations; these two elements (the review and the visitations) together formed the basis on which the curriculum materials were developed. The rest of the appendices consist of various working papers including working group meeting materials, draft curricula, field-test related documents, and dissemination plans and brochure. The dissemination brochure contains a price list and order form for the finished product; namely, two sets of preservice competency-based curriculum materials: "Integrating Basic Skills into Vocational Teacher Education" and "Counselor Role and Educational Change, Planning, Integration and Basic Skills." (LL)

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Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

Final Technical Report

R. Brian Cobb, Project Director

School of Occupational and Educational Studies
Colorado State University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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July 31, 1992

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Contract # VN90003001

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U. S. Department of Education
Office of Adult and Vocational Education (OVAE)
Division of National Programs (DNP)

1. PROGRAM TITLE: FY 1990 National Vocational Education Research Program (CFDA 84.051)

2. PROJECT TITLE: Planning and Integrating Basic Academic Skills in Vocational Education

3. AWARD NUMBER: VN90003001

4. PROJECT DIRECTOR: R. Brian Cobb
AWARDEE/ADDRESS: School of Occupational and Educational Studies, Colorado State University
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5. FUNDS BY FISCAL YEAR
Federal: FY 1990 $639,083
Non-Federal: FY 1990 None
Federal Funds: 100% of total

6. AWARD PERIOD: October 1, 1990 - July 31, 1992

7. FEDERAL PROJECT OFFICER: Bernice Anderson, Program Improvement Branch
(202) 205-9972

8. OBJECTIVES:

1. To develop competency-based materials, for use in vocational teacher and counselor education training programs, to assist vocational educators and counselors to integrate basic academic skills into vocational education and school counselor education programs.
2. To field-test the materials in preservice vocational teacher education and school counselor education programs across the country.
3. To disseminate the materials to preservice training programs and other curriculum materials dissemination networks.

9. PROCEDURES:

Two Working Groups of national experts in vocational teacher education and counselor education assisted project staff in conceptualizing the literature reviews and focus of the curricula. Two extensive reviews of literature were conducted and written. institutions of higher education who were involved in integration activities were identified and visited to collect information about current preservice practices and needs. This information and the reviews of literature were used to develop two sets of preservice curricula. These curricula were then field-tested and revised based on field-test results.

10. OUTCOMES/RESULTS/PRODUCTS:

Competency-based training materials in vocational teacher education and counselor education.

11. EDUCATIONAL LEVELS: Postsecondary

12. TARGET POPULATIONS(S): Vocational teacher trainees; counselor trainees;
Vocational teacher educators; counselor educators

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EXECUTIVE SUMMARY

This Executive Summary contains two sections. The first describes the methodological procedures that were used to conduct the project. The second highlights the accomplishments of the project and specifies the major outcomes/products.

Methodological Procedures

Introduction

This project began on October 1, 1990 and ended on July 31, 1992. All personnel specified in the original, approved proposal began work on the project on the start date; there were no delays, or "down-time" associated with hiring staff at the project start-up. The Project Director was Dr. Brian Cobb, Professor in the School of Occupational and Educational Studies (SOES). He worked .30 FTE on the project throughout its duration. The Project Coordinator for the first 10 months was Dr. Nancy Hartley, Professor in the SOES who worked full-time on the project. After 10 months, she resigned the Coordinator position to accept the position of Director of the SOES. Dr. Jaime Stefan then assumed the Project Coordinator position for the next 10 months, working .75 FTE. She was assisted in her duties as Coordinator by Ms. Lynn Butler who worked .50 FTE. Dr. Stefan resigned the Coordinator position to accept a position out

of state, at which time Dr. Hartley returned to the Coordinator position for the final two months of the project.

Four .25 FTE professional staff were employed to carry out the substantive activities of the project. These were Dr. Joseph Daly, Dr. Rich Feller, and Dr. Cathleen Love, all Professors in the SOES. The other staff person was Dr. Gene Gloeckner, Associate Professor in the Department of Industrial Sciences. These four professional staff were assisted in their activities by a variety of doctoral and masters level graduate research assistants, and by several student-hourly graduate students.

Two Working Groups served in an advisory capacity to the professional staff in vocational teacher education (Gloeckner and Love) and in school counselor education (Daly and Feller). Each Working Group consisted of 9 - 10 individuals who represented higher education, the public schools, and business and industry. They met formally three times and informally on several other occasions, providing feedback and advice on all products and processes associated with the implementation of the project.

There were four major phases of this project. These phases involved information collection, draft product development, field-testing, and product revision and dissemination. Each of these four phases are described in more detail below.

Phase I - Information Collection

The first phase involved determining the content of the preservice curricula. To accomplish this first phase, two sets of concurrent activities were completed: the completion of two literature reviews (one in vocational teacher education and one in school counselor education), and the completion of a series of university site visitations (nine at vocational teacher education programs and nine at school counselor education programs). Draft versions of each literature review were completed by June, 1991 and were reviewed by each Working Group. The final version of each literature review was completed in July, 1992.

The site visitations occurred during the months of March, April, and May, 1991. They typically involved a two or three day visit to a university or college, with accompanying visits to local public schools, community colleges, and state departments of education. Interviews were the primary data collection process, conducted individually or in groups. These interviews were standardized and open-ended in format, and were audiotaped. The information from the audiotapes was transcribed and individual visitation reports were developed for each of the eighteen visitations. These reports were then forwarded to the OVAE in August, 1991.

These two sources of information -- the literature reviews and the reports from the visitation sites -- formed the basis

upon which the curriculum materials in vocational teacher education and school counselor education were developed.

Phase II - Draft Product Development

The second phase involved the development of vocational teacher education and counselor education preservice curricula. The actual conceptualization and development of the curriculum materials began early in the project, but this early writing was primarily focused on issues associated with format, instructional strategies, individualization, and other issues that were independent of content.

Virtually all of the project's professional and clerical staff time during the months of June to October, 1991 was devoted to the development of the draft curricula. By August, 1991, the format, instructional strategies, and content for both curriculum packages was complete, as were several of the individual lessons in each curricular area. Late in August, 1991, a representative from each of the approved field-test sites (see **Section III** below for more details on the selection of the field-test sites) attended a two-day meeting at Colorado State University. At this meeting these individuals were oriented to the overall conceptualization and format of each curriculum package, and were then given detailed instructions concerning how to implement the curricula in their classrooms. Input was also solicited from these field-test site representatives concerning format,

approaches to instruction, and even some content issues. Project staff then used this feedback to assist in the final writing and formatting of the curricula in preparation for field-testing. Each curriculum was developed to require lecture and fieldwork typical of a three-credit course. Each lesson, however, was individualized such that it could be delivered as a stand-alone lesson.

Phase III - Field-Testing

The third phase required project staff to field-test the curricula at eighteen institutions of higher education. Again, as in the visitation site process, nine institutions were vocational teacher education programs, and nine were school counselor education programs. For the school counselor education sites, three of the field-test sites were also visitation sites; six were not sites that had been visited earlier. In vocational teacher education, two field-test sites were also visitation sites; seven were new sites.

At our August, 1991 orientation meeting with the field-test site representatives it became clear that most sites would only be able to field-test a portion of the total curriculum we were producing. This is because very few higher education preparation programs have the luxury of adding in a completely new course to their existing curricular sequence. Hence, we required each site

to field-test at least two lessons, thereby assuring that all lessons would be reviewed a minimum of two times.

The field-testing occurred from October, 1991 to April, 1992. The actual date that the field-testing took place at any one site depended on the nature of the lessons field-tested, and how well that content integrated into the content of the course. Project staff visited each field-test site and interviewed students, faculty, and administrators using standardized interview agendas. The field-test information was then collapsed by lesson and summarized into a field-test report for each site.

Phase IV - Product Revision and Dissemination

Finally, the fourth phase involved the completion of extensive revisions to the curricula based on the field-test information, and the dissemination of the revised curricula and information about the curricula to OVAE and the field. The revisions to the curricula were completed during May and June, 1992, and production and dissemination occurred during July, 1992.

The vocational teacher education curriculum finally emerged in the form of five thematic books, each containing several of the original lessons. The school counselor education curriculum took a similar form, with six thematic books including an introductory training manual.

Accomplishments/Outcomes

On the following pages Table 1 outlines final approved completion dates for each of the deliverables or outcomes of the project, and the actual delivery status for each of them. The "Tasks" and "Milestone/Deliverables" are taken directly from the original proposal and RFP list of specifications. The "Planned Project Due Date" dates include those which appeared in the original proposal and revisions to those dates which were approved through subsequent modifications. The "Actual Delivery Date" are specified as "on time" if the deliverable was conveyed on or about the planned date, or the late delivery date is actually given.

Table 1

COMPLETION DATES FOR PROJECT MILESTONES AND DELIVERABLES

TASKS	MILESTONE/DELIVERABLE	PLANNED PROJECT DUE DATE	ACTUAL DELIVERY DATE
A.1	Draft Abstract	10/10/90	on time
A.2	Final Abstract	10/31/90	on time
B.1	Draft Work Group members	10/10/90	on time
B.2	Final Work Group members	10/31/90	on time
C-D.1	Draft Literature Reviews	6/30/91	on time
C-D.2	Final Literature Reviews	1/31/92	7/31/92
E.1	Draft Site Visit Plan	12/31/90	on time
E.2	Final Site Visit Plan	1/31/91	on time

F.1	Draft list of sites	2/28/91	on time
F.2	Final list of sites	3/31/91	on time
G-H	Conduct site visits	5/31/91	on time
I.1	Draft Site Visit Reports	6/30/91	on time
I.2	Final Site Visit Reports	7/31/91	on time
J-K	Develop modules	12/31/91	on time
L.1	Draft Field-Test Plan	5/31/91	on time
L.2	Final Field-Test Plan	6/30/91	on time

Table 1 (continued)

COMPLETION DATES FOR PROJECT MILESTONES AND DELIVERABLES

TASKS	MILESTONE/DELIVERABLE	PLANNED PROJECT DUE DATE	ACTUAL DELIVERY DATE
M.1	Draft Field Site List	7/31/91	on time
M.2	Final Field Site List	8/31/91	on time
N-O	Conduct field tests	3/31/92	on time
P.1	Draft Field Test Reports	5/31/92	6/19/92
P.2	Final Field Test Reports	6/30/92	on time
Q.1	Draft revisions of modules	5/31/92	6/19/92
Q.2	Final versions of modules	6/30/92	on time
R.1	Draft Dissemination Plan	1/31/92	on time
R.2	Final Dissemination Plan	2/28/92	on time
S	Disseminate modules to organizations in RFP	6/30/92	on time
T	Disseminate information on modules to preservice	6/30/92	on time

	education institutions		
U	Prepare list of information recipients	6/30/92	on time
V.1	Draft Final Technical Report	5/31/92	6/19/92
V.2	Final Final Technical Report	6/30/92	on time

In a sense, the most important deliverables or outcomes of this contract were the two sets of curriculum materials. The other deliverables listed in Table 1 were accomplishments that were necessary to assure comprehensiveness and quality in the initial development and final versions of these curricula. Figure 1 on the following pages provides a more detailed listing of contents of these two major deliverables.

Figure 1

Teacher Education Curriculum

BOOK	LESSON	PRACTICAL PROBLEM
One: The Initial Steps	Conceptualizing Basic Skills	What should be done to help teachers own the new basic skills?
	Models of Integration	What should be done to help teachers own integration?
	Keys to Integration	What should be done to promote the integration process and help remove the natural competitive barriers within schools?

BOOK	LESSON	PRACTICAL PROBLEM
Two: Changing Attitudes	Affective Domain: Changing Attitudes	What should be done to help teachers better understand how to assess student attitudes?
	Lifelong Learning	What should be done to help motivate future teachers to maintain their quest for knowledge and to broaden their concept of education beyond classroom learning?
	Student/Teacher Expectations	What should be done to help teachers recognize how student and teacher expectations affect learning?

BOOK	LESSON	PRACTICAL PROBLEM
Three: Reality of Learners	Social Conditions of Youth	What should be done to help teachers understand how societal conditions and stereotyping affect youth in the public schools?
	Learning Styles	What should be done to help teachers respond to the learning style differences of their students?
	Special Populations	What should be done to help teachers facilitate the success of *all* students in their classrooms?
	Teaching the Adult Learner	What should be done to help teachers better understand the needs of the adult learner?
Four: Change in the Public School	School Reform	What should be done to help teachers understand the school reform movement?
	Rules, Roles, and Relationships in Schools	What should be done about "turf" issues between vocational and academic education?
	Dynamics of Change	What should be done about recognizing the impact of information age technology on the learner's preparation for work, family, and further education?
	Partnerships: Involving the Community	What should be done to help teachers build relationships with healthy boundaries for themselves and others?
Five: Challenges for the Teacher	The Curriculum Challenge	What should be done to help teachers accept change as a constant in curricula?
	School Culture	What should be done to facilitate integration of the new basic skills given the power structure that exists in the public schools?
	Modeling Integration of Work and Family	What should be done to help teachers recognize how making personal lifestyle choices requires similar skills as making professional choices?

Counselor Education Curriculum

Book	Lesson
Book 1: Instructor's Manual	Acknowledgements An Overview Visitation Report Areas of Emphasis Mission Statement We Believe Statements Goals Practical Problems The Counselor Education Curriculum Learner Outcomes Guide to Icons Basic Skills Integration
Book 2: Preparing Counselors to Serve Students with Diverse Needs	Societal Trends and the Status of Children The Status of Children and Basic Skill Acquisition Special Populations
Book 3: Integrating Basic Skills into the Academic and Vocational Curriculum:The Counselor's Role	Tenets and Issues of Integration Models of Integration Basic Skills Learning the Basic Skills
Book 4: Planning For Success In Tomorrow's Workplace	Change in the Workplace Basic Skills in the Changing Workplace Labor Market Projections Basic Skills and the International Marketplace
Book 5: Designing and Implementing Comprehensive School Counseling and Guidance Programs	Student/Counselor Competencies Counselor Role Models Comprehensive Counseling and Guidance Progams Life Career Plans
Book 6: Educational Change and Counselor Renewal	School Restructuring Educational Change Assessing Professional Renewal Needs Identifying Best Practices

FINAL TECHNICAL REPORT

Introduction

This **Final Technical Report** is comprised of three sections. The first section will describe elements of the project which are not directly attributable to contractual deliverables but were implemented either as required elements of the project, or were undertaken in the routine implementation of the project. The second section will present a detailed review of how each of the major deliverables were developed. The third section will outline recommendations that appear to be useful in following up this project with new initiatives, or that might provided assistance in conceptualizing similar product development activities in the future.

Section I

Upon receipt of notification that we were going to be the contracting agency for this product development effort, we began initial planning around several start-up processes: (a) hiring of personnel; (b) setting up the facility; (c) the Project Director's meetings in Washington, DC; (d) the Working Group meeting; (e) the development of Briefing Papers; and (f) presentations about the project by project personnel.

Hiring of Personnel

All of the project staff identified in our original proposal and subsequent clarifications negotiations were initially hired on the project. Table 2 gives the names of the staff, their titles, and the percentage of time they initially committed to the project.

Table 2

Staff Name	Staff Title	% FTE on Project
R. Brian Cobb	Project Director	.30 FTE
Nancy Hartley	Project Coordinator	1.00 FTE
Joe Daly	Counselor Ed Faculty	.25 FTE
Rich Feller	Counselor Ed Faculty	.25 FTE
Gene Gloeckner	Teacher Ed Faculty	.25 FTE
Cathy Love	Teacher Ed Faculty	.25 FTE
Dee Spaulding	Secretary	.65 FTE
Betty Grant	Grad Rsch Asst (PhD)	.50 FTE
John Lewis	Grad Rsch Asst (PhD)	.50 FTE
Cathy Mianecki	Grad Rsch Asst (MEd)	hourly

The staffing arrangements for the professional and clerical personnel remained essentially the same throughout the duration of the project with the single exception of the Project Coordinator position. In August, 1991, approximately 10 months after the beginning of the project, the Project Coordinator, Dr. Nancy Hartley, resigned her position to accept the position as Director of the School of Occupational and Educational Studies.

At that time we hired Dr. Jaime Stefan to assume the Coordinator's position. Dr. Stefan continued in the position until she accepted a position in the private sector in late May, 1992. Dr. Hartley then agreed to finish out the coordination of the project in addition to her duties as Director of the SOES. Table 3 shows the staffing configuration for the project during that time when Dr. Stefan was the Project Coordinator.

Table 3

Staff Name	Staff Title	% FTE on Project
R. Brian Cobb	Project Director	.30 FTE
Jaime Stefan	Project Coordinator	.75 FTE
Joe Daly	Counselor Ed Faculty	.25 FTE
Rich Feller	Counselor Ed Faculty	.25 FTE
Gene Gloeckner	Teacher Ed Faculty	.25 FTE
Cathy Love	Teacher Ed Faculty	.25 FTE
Dee Spaulding	Secretary	.65 FTE
Lynn Butler	Grad Rsch Asst (PhD)	.50 FTE
Terry Deniston	Grad Rsch Asst (PhD)	hourly
Betty Grant	Grad Rsch Asst (PhD)	hourly
Barbara Nelson	Consultant	hourly

An additional personnel issue arose with the Project Secretary, Ms. Dee Spaulding. In the Fall of 1991 Ms. Spaulding began having difficulty with the nerves in her wrists. She was diagnosed with an occupationally disabling condition similar to carpal tunnel syndrome and began in January, 1992, to work under

a severely reduced schedule. In addition, the work she was allowed by her doctors to do required her to minimize her word processing capability. Although we were able to hire additional clerical support using Ms. Spaulding's workmen's compensation salary reimbursements, our clerical efficiency was seriously diminished for the last seven months of the project. Unfortunately this was a period of time when revisions to the literature reviews and the curricula were the most demanding of clerical time. For example, during the month of July, 1992, Ms. Spaulding was placed on full disability status and did not work on the project at all.

Setting up the Facility

All project staff, with the exception of Gene Gloeckner, maintained offices in the Vocational Education Building. Dr. Gloeckner maintained an office in the Industrial Sciences Building which is approximately 200 yards from the Vocational Education Building. Each of the faculty had private offices and dedicated telephone lines. The graduate research assistants each had a private desk in a large conference room area, and a IBM compatible computer with a 20 mega-byte hard drive for their exclusive use. They also had a common telephone. The project secretary had a private office and a new IBM compatible computer, laser-jet printer, telephone answering machine, dictophone

recorder, and FAX machine. All of the equipment mentioned above was supplied by either the College of Applied Human Sciences or the School of Occupational and Educational Studies for use on this project.

There also was established a resource library for the project, in which all the literature and curriculum materials associated with the project were catalogued and housed. This library was maintained throughout the project and will serve as a resource for personnel at Colorado State University and outside the university for as long as the materials remain current.

Required Project Director's Meeting

Consistent with the requirements of the contract, the Project Director met in Washington, DC for the start-up meeting on October 10, 1990, with the Contracting Officer (Susan Webster), the Contracting Officer's Technical Representative (Richard DiCola), and two Education Program Specialists from the Division of Vocational-Technical Education (Laura Johns and Gisela Harkin). The Project Director met on July 17, 1991 with these same individuals for the mid-point meeting, and again with these same personnel, the new COTR (Ms. Bernice Anderson) and approximately 6 - 8 other individuals from OVAE on June 19, 1992 for the final end-point meeting.

Working Group Meetings

Consistent with the requirements of the contract, the first meeting of the Working Groups was held on December 16 - 17, 1990 at the Ramada Renaissance Hotel at Dulles Airport. All six faculty on the project, and one graduate assistant were present from Colorado State University. Seven counselor education and eight teacher education working group members were present. Also, the COTR and the two Education Program Specialists from OVAE attended. The agenda for the meeting focused on the literature reviews, the site visitation plan, and potential visitation sites.

The second Working Group meeting was held on August 2 - 4, 1991. We spent significant time during that Working Group meeting on the revisions to the literature reviews, the structure and proposed content of the draft curricula, and specifics of the field-testing processes. A third Working Group meeting for the vocational teacher education group was held at the 1991 annual convention of the American Vocational Association, and for the school counselor education group at the 1992 annual convention of the National Career Development Association. At both of these meetings, progress reports for the field-testing were conducted, and feedback for dissemination was solicited. Sample agendas and presentation materials for these Working Group meetings can be found in Appendix A.

Briefing Papers

Two Briefing Papers were prepared by project staff to assist in the planning of the curriculum design, and in the development of the field-test process. The first paper reviewed approaches to curriculum design and individualized instruction. The second paper reviewed formative evaluation strategies appropriate for field-testing.

Presentations About the Project

Faculty from our project were requested, and made presentations on integration of basic skills in at least a half a dozen states and at no less than seven national conferences.

Section II

This section of this Final Technical Report contains a detailed description of how each of the deliverables outlined in the RFP and in our approved proposal were developed. Table 4 presents all of the deliverables associated with this project and provides information of when they were completed. Following Table 4 is narrative outlining how each was completed. In presenting this narrative, only the final versions (and not the draft versions) will be discussed.

A.2 - Final Abstract

The Final Abstract for the project was developed with assistance from the COTR and appears in Appendix B. It should be noted that this Abstract was the approved version early in the project and does not reflect the final status information about the project. The Executive Summary contains an updated version of the Final Abstract which more accurately describes specific project information.

Table 4

COMPLETION DATES FOR PROJECT MILESTONES AND DELIVERABLES

TASKS	MILESTONE/DELIVERABLE	PLANNED PROJECT DUE DATE	ACTUAL DELIVERY DATE
A.1	Draft Abstract	10/10/90	on time
A.2	Final Abstract	10/31/90	on time
B.1	Draft Work Group members	10/10/90	on time
B.2	Final Work Group members	10/31/90	on time
C-D.1	Draft Literature Reviews	6/30/91	on time
C-D.2	Final Literature Reviews	1/31/92	7/31/92
E.1	Draft Site Visit Plan	12/31/90	on time
E.2	Final Site Visit Plan	1/31/91	on time
F.1	Draft list of sites	2/28/91	on time
F.2	Final list of sites	3/31/91	on time
G-H	Conduct site visits	5/31/91	on time
I.1	Draft Site Visit Reports	6/30/91	on time

Table 1 (continued)

COMPLETION DATES FOR PROJECT MILESTONES AND DELIVERABLES

TASKS	MILESTONE/DELIVERABLE	PLANNED PROJECT DUE DATE	ACTUAL DELIVERY DATE
I.2	Final Site Visit Reports	7/31/91	on time
J-K	Develop modules	12/31/91	on time
L.1	Draft Field-Test Plan	5/31/91	on time
L.2	Final Field-Test Plan	6/30/91	on time
M.1	Draft Field Site List	7/31/91	on time
M.2	Final Field Site List	8/31/91	on time
N-O	Conduct field tests	3/31/92	on time
P.1	Draft Field Test Reports	5/31/92	6/19/92
P.2	Final Field Test Reports	7/31/92	on time
Q.1	Draft revisions of modules	5/31/92	6/19/92
Q.2	Final versions of modules	7/31/92	on time
R.1	Draft Dissemination Plan	1/31/92	on time
R.2	Final Dissemination Plan	2/28/92	on time
S	Disseminate modules to organizations in RFP	7/31/92	on time
T	Disseminate information on modules to preservice education institutions	7/31/92	on time
U	Prepare list of information recipients	7/31/92	on time
V.1	Draft Final Technical Report	5/31/92	6/19/92
V.2	Final Final Technical Report	7/31/92	on time

B.2 - Final Working Group Members

The basic composition of the Working Groups was dictated in the contract RFP. We selected the membership for the two Working Groups to reflect the best minds we could think of representing the constituencies required in the RFP. Appendix C contains the final names and professional affiliations for each of the two Working Groups.

C.2 and D.2 - Final Literature Reviews

The final versions of each of the literature reviews were the most problematic deliverables for the entire project. Both were delayed in their delivery well past the modified due date for delivery. Reasons for their delay appear to be many. The most important reason why work on the draft versions of the literature reviews was delayed was due to feedback from the Working Group members, and our own wisdom, that site visitations, scheduled after the reviews of literature were to be completed, would likely uncover a significant amount of "fugitive" literature (curricula and other literature which had not made it into the publicly available literature databases). Assuming these literature reviews were to reflect the most current literature, we reasoned that they would be more complete if we waited until the draft visitation site reports were completed so we could include references to literature we found during the

site visitations. Once the delivery date for the draft versions was approved, we delivered the draft versions on time. However, completion of the final reviews always seemed to conflict with ostensibly the more important staff time necessary to develop, field-test, and revise the curriculum materials. A second reason appeared to be due to the perception of professional importance that project staff attached to the final literature review. University faculty are reluctant to release a literature review unless they know it is exceptionally thorough and rigorously developed due to the status such a review holds in the professional community. Hence, the final version always seemed to need more work, more revisions, and more up-to-date inclusions of newly-located literature. Finally, clerical and technical production time, toward the end of the project, was in extreme demand, and again, the literature reviews seemed to get pushed back in the production queue. These interacting reasons resulted in the delivery of the vocational teacher education literature review in early July, 1992, and the school counselor literature review at the very end of the project. Appendix D presents a copy of the Title Page, Copyright Information, Preface, and Table of Contents for the Vocational Teacher Education Literature Review as an example of the kinds of information that appeared in the final versions of each.

E.2 - Final Site Visitation Plans

The purpose of the site visitations was to identify promising practices in existing institutions of higher education associated with the integration of basic skills into vocational teacher education and school counselor education. Information about the site visitation process was sent to community colleges, colleges, and universities across the country who offered vocational teacher education and school counselor education programs. Specific information concerning the application/ nomination procedures, site selection criteria, visitation timelines, and visitation protocols appears in the final site visitation plan contained in Appendix E. Also included in Appendix E is the final list of approved visitation sites for both vocational teacher education and school counselor education.

G-H - Conduct Site Visits

The site visitations occurred during the months of March, April, and May, 1991. They typically involved a two or three day visit to a university or college, with accompanying visits to local public schools, community colleges, and state departments of education. Interviews were the primary data collection process, conducted individually or in groups. These interviews were standardized and open-ended in format, and were audiotaped. The information from the audiotapes was transcribed and

individual visitation reports were developed for each of the eighteen visitations. Appendix F contains a sample Site Visitation Interview Agenda that guided the information collection process.

I.2 - Final Site Visitation Reports

The information from the site visitations were transcribed and aggregated into individual and collective site visitation reports. These reports were then forwarded to the OVAE by August, 1991. Appendix G contains copies of each of the Final Site Visitation Reports.

J-K - Develop Training Curricula

The actual conceptualization and development of the draft training curriculum materials began early in the project, but this early writing was primarily focused on issues associated with format, instructional strategies, individualization, and other issues that were independent of content.

Virtually all of the project's professional and clerical staff time during the months of June to October, 1991 was devoted to the development of the draft curricula. By August, 1991, the format, instructional strategies, and content for both curriculum packages was complete, as were several of the individual lessons in each curricular area. On August 23 - 24, 1991, a

representative from each of the approved field-test sites attended an orientation meeting at Colorado State University. At this meeting these individuals were oriented to the overall conceptualization and format of each curriculum package, and were then given detailed instructions concerning how to implement the curricula in their classrooms. Input was also solicited from these field-test site representatives concerning format, approaches to instruction, and even some content issues. Project staff then used this feedback to assist in the final writing and formatting of the curricula in preparation for field-testing. Each curriculum was developed with lecture and fieldwork which are typical of one three-credit course. Appendix H contains information about the draft curriculum conceptualization for both vocational teacher education and school counselor education as well as a sample lesson from each curriculum. Appendix H also contains the agenda for the orientation meeting and a list of the actual participants.

L.2 - Final Field-Test Plan

The processes by which universities and colleges were asked to participate in the field-test process was analogous to the visitation site selection process. Again, as in the visitation site selection process, a detailed plan for recruiting and selecting field-test sites was developed, approved by the COTR,

and disseminated nationally to universities, colleges, state departments of education, professional associations, and other groups which might have an interest in nominating potential field-test sites. Appendix I contains the Final Field-Test Site Plans for both vocational teacher education and school counselor education.

M.2 - Final Field-Test Site List

Unlike the visitation site recruitment outcomes, there were many more sites interested in participating as field-test sites than there were available opportunities. Thus, project staff were able to incorporate in their selection process considerations for kind of institution, size and urbanicity of institution, ethnic composition of the student body, and geographical representation. Appendix J identifies the sites and locates them on a map of the United States to delineate geographical placements for those sites.

N-O - Conduct Field-Tests

Again, as in the visitation site process, nine institutions were vocational teacher education programs, and nine were school counselor education programs. For the school counselor education sites, three of the field-test sites were also visitation sites; six were not sites that had been visited earlier. In vocational

teacher education, two field-test sites were also visitation sites; seven were new sites.

At our August, 1991 orientation meeting with the field-test site representatives it became clear that most sites would only be able to field-test a portion of the total curriculum we were producing. This is because very few higher education preparation programs have the luxury of adding a completely new course to their existing curricular sequence. Hence, project staff required each site to field-test at least two lessons, thereby assuring that all lessons would be reviewed a minimum of two times. Appendix K displays a copy of the Field-Test Lesson matrix that was developed at this orientation meeting which documented precisely which lessons would be field-tested, where they would be field-tested, and when they would be field-tested.

The field-testing occurred from October, 1991 to April, 1992. The actual date that the field-testing took place at any one site depended on the nature of the lessons to be field-tested at that site, and how well the specific project content integrated into the content of the course.

Information was collected primarily through two methods: (a) written instructor and student evaluations directly following implementation of the curriculum unit/lesson; and (b) instructor and student follow-up interviews by visiting project staff. Project staff visited all field-test sites near the end of the

field-test process at each site. The field-test information was then collapsed by lesson and summarized into a field-test report for each site. Appendix L contains samples of the evaluation instruments used to collect feedback from the field-test participants.

P.2 - Final Field-Test Reports

After each field-test site visit, project staff transcribed the interview information and aggregated the written evaluation forms and summarized this information in the form of a field-test site report. This field-test information was then collapsed by lesson and summarized into a field-test report for each site suggesting revisions to be made to the curricula. Appendix M provides a copy of each of the Final Field-Test Reports.

Q.2 - Final Curriculum Materials

Beginning immediately after the field-testing was completed for each lesson, project staff began the process of deciding which changes to implement, and how to do so. Three themes appeared consistently in field-testing feedback: (a) each curriculum unit should be relatively short in length, with brief but informative readings that are easily used by undergraduate and graduate students; (b) the individual units in the curricula should be packaged in such a way that they can be accessed

individually without buying the entire curriculum package; and (c) the curriculum units should be user-friendly, with easy-to-use handouts, overhead transparancies, and student activities that are spelled out in clear detail.

In response to these three themes as well as to the wealth of other feedback acquired in the field-test process, it was decided to package the curricula in books of 2 - 4 thematically similar lessons. Figure 2 below outlines how the final curriculum materials were configured.

Each of the books outlined in Figure 2 was produced as a separate monograph and will be able to be purchased separately. Appendix N gives an example of the initial pages of one of the curriculum books.

R.2 - Final Dissemination Plan

The Final Dissemination Plan was developed to assure that all required agencies in the RFP would receive the curriculum materials, and that information about the curriculum materials would be disseminated to a wide audience of potential users. Appendix O contains a copy of the Final Dissemination Plan.

Figure 2

Teacher Education Curriculum

BOOK	LESSON	PRACTICAL PROBLEM
One: The Initial Steps	Conceptualizing Basic Skills	What should be done to help teachers own the new basic skills?
	Models of Integration	What should be done to help teachers own integration?
	Keys to Integration	What should be done to promote the integration process and help remove the natural competitive barriers within schools?
Two: Changing Attitudes	Affective Domain: Changing Attitudes	What should be done to help teachers better understand how to assess student attitudes?
	Lifelong Learning	What should be done to help motivate future teachers to maintain their quest for knowledge and to broaden their concept of education beyond classroom learning?
	Student/Teacher Expectations	What should be done to help teachers recognize how student and teacher expectations affect learning?

BOOK	LESSON	PRACTICAL PROBLEM
Three: Reality of Learners	Social Conditions of Youth	What should be done to help teachers understand how societal conditions and stereotyping affect youth in the public schools?
	Learning Styles	What should be done to help teachers respond to the learning style differences of their students?
	Special Populations	What should be done to help teachers facilitate the success of *all* students in their classrooms?
	Teaching the Adult Learner	What should be done to help teachers better understand the needs of the adult learner?
Four: Change in the Public School	School Reform	What should be done to help teachers understand the school reform movement?
	Rules, Roles, and Relationships in Schools	What should be done about "turf" issues between vocational and academic education?
	Dynamics of Change	What should be done about recognizing the impact of information age technology on the learner's preparation for work, family, and further education?
	Partnerships: Involving the Community	What should be done to help teachers build relationships with healthy boundaries for themselves and others?
Five: Challenges for the Teacher	The Curriculum Challenge	What should be done to help teachers accept change as a constant in curricula?
	School Culture	What should be done to facilitate integration of the new basic skills given the power structure that exists in the public schools?
	Modeling Integration of Work and Family	What should be done to help teachers recognize how making personal lifestyle choices requires similar skills as making professional choices?

Counselor Education Curriculum

Book	Lesson
Book 1: Instructor's Manual	Acknowledgements An Overview Visitation Report Areas of Emphasis Mission Statement We Believe Statements Goals Practical Problems The Counselor Education Curriculum Learner Outcomes Guide to Icons Basic Skills Integration
Book 2: Preparing Counselors to Serve Students with Diverse Needs	Societal Trends and the Status of Children The Status of Children and Basic Skill Acquisition Special Populations
Book 3: Integrating Basic Skills into the Academic and Vocational Curriculum:The Counselor's Role	Tenets and Issues of Integration Models of Integration Basic Skills Learning the Basic Skills
Book 4: Planning For Success In Tomorrow's Workplace	Change in the Workplace Basic Skills in the Changing Workplace Labor Market Projections Basic Skills and the International Marketplace
Book 5: Designing and Implementing Comprehensive School Counseling and Guidance Programs	Student/Counselor Competencies Counselor Role Models Comprehensive Counseling and Guidance Progams Life Career Plans
Book 6: Educational Change and Counselor Renewal	School Restructuring Educational Change Assessing Professional Renewal Needs Identifying Best Practices

S, T, U - Dissemination

Appendix P provides a sample of the brochure that was developed to disseminate information about the curricular materials. At the time this Final Technical Report was being developed, mailing labels were still being acquired so an exact listing of recipients was unavailable. However, it is estimated that approximately 5,000 - 7,000 individuals and agencies will receive information about the curriculum materials.

Section III

Summary

In summary, this project had some exceptions to the originally planned timelines. However, these exceptions were either entirely reasonable revisions to unsuitable original expectations, or were uncontrollable personnel issues. The only major deliverables whose completion date actually deviated significantly from the approved deadline date were the final versions of the two literature reviews. In retrospect the project timelines were too restrictive for the vast amount of writing, editing, and reviewing required for a product development contract of this scope. For example, it took three full time clerical personnel to keep up with the word processing

revisions to the curricula through the last two months of the project.

We have only two major recommendations for OVAE to follow in order to proceed in what appears to be the logical direction that this project has taken us. The first would involve funding a nationwide training effort in the use of these materials. One of the most critical findings we encountered in our field-test efforts with the curricula was that these materials will require training by personnel in higher education in order to use them successfully. The material is, of necessity, complex. For preservice instructors to make use of them in the ways they are planned, approximately 1 - 2 days of training are necessary. In addition, literature suggests that staff development efforts are more likely to be effective when training occurs with dissemination rather than when dissemination of information occurs without accompanying training. Hence we recommend some manner of support for follow-up training, probably in the form of regional training conferences, for preservice vocational teacher and school counselor educators. While this may appear self-serving, we are convinced that for a fraction of the cost of developing the materials, OVAE could exponentially increase the utility of the materials through a relatively low-cost, short-term training contract.

The second recommendation seems less imperative than the first, yet still substantive. We recommend research on the use of these materials both in preservice and inservice contexts. It seems only reasonable and extraordinarily timely for OVAE to be interested in the outcomes or impact of this particular product development effort. We would recommend this research to occur after training; in the event that a training effort is not funded by OVAE, we still recommend research on the utility of the materials at the field-test sites where training has already occurred.

APPENDIX A

Working Group Meeting Agendas/Materials

AGENDA
INTEGRATING BASIC ACADEMIC SKILLS INTO
VOCATIONAL TEACHER AND COUNSELOR EDUCATION CURRICULA
Ramada Renaissance Hotel
Washington, DC

Sunday, December 16, 1990

10:00 a.m. - 12:00 noon	Introductions Overview of Project - Cobb Role of Working Group Members - Cobb Review Agenda - Hartley Summer Working Group Meeting - Hartley
12:00 noon - 1:00 p.m.	Lunch on your own
1:00 p.m. - 2:00 p.m.	Overview of the Literature Review - Cobb
2:15 p.m. - 3:15 p.m.	Teacher Education Group - Gloeckner/Love Counselor Education Group - Daly/Feller Discussion of Review of Literature and Other Issues
3:30 p.m. - 4:00 p.m.	Clarification Questions

Monday, December 17, 1990

8:00 a.m. - 9:00 a.m.	Introductions Historical Evolution of Project
9:00 a.m. - 9:30 a.m.	Clarification Questions - Cobb
9:30 a.m. - 12:00 noon	Discussion of Site Visitations - Hartley Site Visitation Plans Selection of Sites Recommended Sites
12:00 noon - 1:00 p.m.	Lunch
1:00 p.m. - 2:30 p.m.	Field Test Site Criteria - Cobb/Hartley Identificaiton of Field Test Sites
2:30 p.m. - 3:00 p.m.	Summary and Travel Next Steps

Integrating Basic Academic Skills

Project Activities

- establish Working Groups
- develop literature reviews
- conduct site visitations
- develop draft training materials
- field-test training materials
- revise training materials
- disseminate training materials

Colorado State University, December, 1990

Integrating Basic Academic Skills

Establish Working Groups

1. Functions
   - assist in locating literature
   - assist in identifying local programs and higher education institutions for site visitations
   - assist in programmatic research, development, and evaluation issues
   - assist in identifying field-test sites
   - review draft deliverables
2. Meeting times
   - December 15 - 17, 1990
   - August 1 - 3, 1991

Colorado State University, December, 1990

Integrating Basic Academic Skills
Develop Literature Reviews

1. Key Questions
   - How are "basic skills" defined?
   - What are the most effective ways to teach or counsel vocational education students in basic skills?
   - What are the theoretical benefits of knowing basic skills?
   - What are the empirical benefits of knowing basic skills?
   - How are vocational education students being taught or counseled in basic skills?

2. Completion Deadlines
   - Draft reviews due February, 1991
   - Final reviews due March, 1991

Colorado State University, December, 1990

Integrating Basic Academic Skills

Conduct Site Visitations

1. Contractual Requirements
   - Conduct eighteen visitations of exemplary programs in vocational teacher education (nine) and vocational counselor education (nine)

2. Key Issues
   - Will we learn what we need to know if we visit only institutions of higher education?
   - What criteria should we use to select visitation sites?
   - What are recommendations of specific programs to visit?
   - What should we look for as we conduct our site visitations?

3. Completion Deadlines
   - Site Visitation Plan due February, 1991
   - List of sites to be visited due March, 1991
   - Site visitations completed June, 1991
   - Site visitation reports due August, 1991

Colorado State University, December, 1990

Integrating Basic Academic Skills
Develop Draft Materials

1. Contractual Requirements
   - Must be competency-based and lend themselves to individualization
   - must consider the needs of adults and other at-risk groups
   - must be designed for preservice use

2. Key Issues
   - How should preservice be defined to maximize the utility of the materials?
   - What appears to be the most useful format to follow in developing the materials?
   - How can the unique needs of adults and other at-risk populations best be accommodated in the materials?

3. Completion Deadlines
   - Draft materials due September, 1991

Colorado State University, December, 1990

Integrating Basic Academic Skills
Field-Test Draft Materials

1. Contractual Requirements
   - Conduct field-tests of draft materials at nine vocational teacher education sites and nine counselor education sites
   - sites must vary by size, geographical location, and type of instructional setting

2. Key Issues
   - What criteria, in addition to size, location, and instructional setting, should we use to select field-test sites?
   - What are recommendations of specific programs to use as field-test sites?

3. Completion Deadlines
   - Field-Test Plan due July, 1991
   - Field-test site list due September, 1991
   - Field-testing completed December, 1991
   - Field-test reports due January, 1992

Colorado State University, December, 1990

Integrating Basic Academic Skills

Revise Training Materials

1. Key Issues
   - What do we do with conflicting information from differing field-test sites?
   - How do we assure that all field-test information, whether conflicting or complementary, receives equitable consideration for inclusion in the final sets of training materials?
2. Completion Deadlines
   - Revised materials due March, 1992

Colorado State University, December, 1990

Integrating Basic Academic Skills

Disseminate Materials

1. Contractual Requirements
   - Two copies go to ERIC Clearinghouse for Adult, Career, and Vocational Education, and the six Curriculum Coordination Centers
   - One copy of teacher education materials goes to each Teacher Education Working Group member, and each teacher education field-test site
   - One copy of counselor education materials goes to each Counselor Education Working Group member, and each counselor education field-test site
   - Information about both sets of materials goes to all higher education institutions which train either vocational educators or counselors

2. Completion Deadlines
   - Dissemination Plan due December, 1991
   - Dissemination completed April, 1992

Colorado State University, December, 1990

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

AGENDA
August 2 - 3, 1991

Friday, August 2, 1991 — Lory Student Center, Colorado State University

1:00 - 3:00	Status of Project — Brian Cobb Site Visitation Debriefing Counselor Education — Joe Daly, Rich Feller Teacher Education — Gene Gloeckner, Cathy Love
3:00 - 6:00	Review of Literature - Overview Counselor Education — Joe Daly, Rich Feller Teacher Education — Gene Gloeckner, Cathy Love Overview of Curriculum Development Process - Nancy Hartley

Saturday, August 3, 1991 — Holiday Inn

8:30 - 12:00	Materials (Subgroups) Counselor Education Teacher Education
12:00 - 1:30	Lunch
1:30 - 4:00	Materials (continued)
4:00 - 5:00	Field Test Plan — Nancy Hartley Closing Remarks / Travel
6:00	Barbecue — Horsetooth Reservoir

APPENDIX B

Final Abstract

U. S. Department of Education
Office of Adult and Vocational Education (OVAE)
Division of National Programs (DNP)

1. PROGRAM TITLE: FY 1990 National Vocational Education Research Program (CFDA 84.051)

2. PROJECT TITLE: Planning and Integrating Basic Academic Skills in Vocational Education

3. AWARD NUMBER: VN90003001

4. PROJECT DIRECTOR: R. Brian Cobb
AWARDEE/ADDRESS: School of Occupational and Educational Studies, Colorado State University, 204 Education Building, Fort Collins, Colorado 80523
TELEPHONE: (303) 491-6835

5. FUNDS BY FISCAL YEAR
Federal: FY 1990 $639,083
Non-Federal: FY 1990 None
Federal Funds: 100% of total

6. AWARD PERIOD: October 1, 1990 - March 31, 1992

7. FEDERAL PROJECT OFFICER: Richard DiCola, Program Improvement Branch (202) 732-2362

8. OBJECTIVES:

1. To develop competency-based materials, for use in vocational teacher and counselor education training programs, to assist vocational educators and counselors to integrate basic academic skills into vocational education programs.
2. To field-test the materials in training programs across the country.
3. To disseminate the materials to training programs and other curriculum materials dissemination networks.

9. PROCEDURES:

Working Groups of national experts will assist project staff in reviewing literature and developing materials. Visitation and field-test reviews at thirty-six different sites will be conducted. The curricula will be revised and disseminated nationally.

10. OUTCOMES/RESULTS/PRODUCTS:

Competency-based training materials in vocational teacher education and counselor education.

11. EDUCATIONAL LEVELS: Postsecondary

12. TARGET POPULATIONS(S): Vocational teacher trainees; counselor trainees; vocational teacher educators; counselor educators

13: PLANNED NUMBER OF TRAINEES: N/A

APPENDIX C

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APPENDIX D

Sample Information from the Vocational Teacher Education Literature Review

LITERATURE
REVIEW

VOCATIONAL
TEACHER
EDUCATION

Integrating

Basic Skills Into

Vocational Teacher

Education Curricula

Gene W. Gloeckner
R. Brian Cobb
Cathleen T. Love
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School of Occupational
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REVIEW OF LITERATURE

Project Director:
R. Brian Cobb

Project Coordinators:
Nancy Hartley
Jaime Stefan

A citation of this document should appear as follows:

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Project Officers: Bernice Anderson and Richard Di Cola.

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PREFACE

On October 1, 1990, the Office of Vocational and Adult Education of the U.S. Department of Education, under the authority of the Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524), funded a project to develop and disseminate materials to be used by educators who teach preservice vocational education teachers and guidance counselors. The purpose of the materials was to help these educators teach future vocational teachers and school counselors how to integrate basic skills instruction into their work. A component of this project was the development of two literature reviews — one in vocational teacher education and one in school counselor education — to guide the development of the preservice curricula. This is the literature review addressing vocational teacher education. Readers interested in the literature review addressing school counselor education should refer to Feller, Daly, Gloeckner, Cobb, Stefan, Love, Lamm, and Grant (1992).

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APPENDIX E

Site Visitation Plan and

Approved Visitation Sites

Colorado State University

School of Occupational
and Educational Studies
Fort Collins, Colorado 80523

TO: Rich DiCola

DATE: January 31, 1991

FROM: Nancy Hartley Nancy Hartley

RE: Site Visitation Plan, Task E, Integration Project

Enclosed please find the final Site Visitation Plan. Thank you for the input and suggestions. I think the revisions have incorporated all of the recommendations that you mentioned.

Applications will be distributed to sources listed in IV. A. in the plan when we receive final approval on the plan submitted. Information will be posted on ADVOCNET as well.

If you have any questions, please let me know. Our new fax number is 303/491-0248.

cc: Project Staff

VISITATION SITE SELECTION PLAN

I. Purpose

The purpose is the identification of sites where the integration of basic skills into vocational teacher education or counselor education programs is occurring at the pre-service level.

II. Application/Nomination

Pre-service programs may apply or may be nominated to be a visitation site. Nine teacher education and nine counselor education programs will be chosen to be reviewed. Applicants/nominees must complete an application/nomination form for consideration (see attached). All applications/nominations must be received by February 24, 1991.

III. Visitation Site Selection Criteria

Sites will be selected where integration of basic skills into vocational education, counselor education, or industrial education has been demonstrated. Personnel at selected sites will also indicate their commitment to working with project staff.

A. In order to be considered as a visitation site:

1. Applicant/nominee must be an institution of higher education (community college, college, or university).
2. Institution must have either a pre-service vocational teacher education program, counselor

education program, or industrial education program culminating in certification or degree.

3. Pre-service program must demonstrate the integration of basic skills into its curriculum.

B. Institutions may be engaging in other integration efforts as well. Selection will be based on institutions demonstrating the widest variety of integration efforts in addition to the required efforts. Examples of these additional integration efforts might be:

1. Institutions where applied academics curricula, i.e., NOICC, AIT, CORD, Principles of Technology, have been integrated into their pre-service training programs.

2. An institution in which the organizational structure of the college or department facilitates the integration of basic skills into vocational teacher education, counselor education, or industrial education.

3. An institution that demonstrates collaborative efforts with other educational agencies; including Local Education Agencies, State Education Agencies, and Institutions of Higher Education related to the integration of basic skills and vocational education, counselor education, or

industrial education.

4. An institution in which teacher educators are conducting inservice training related to the integration of basic skills into vocational education, counselor education, or industrial education.

B. The following criteria will demonstrate an institution's commitment to working with project staff.

1. Willingness to convene a group meeting including vocational educators, general educators, counselor educators, local school district personnel and state department personnel responsible for coordinating the integration of basic skills.
2. Willingness to provide to project staff descriptions of programs, course syllabi, materials, outcomes, and processes utilized in training.
3. Release time (approximately three days) for site coordinator to coordinate a two day visit from project personnel. This may entail arranging local site visitations.

IV. Timeline for Site Visitation

A. Working Group Members will be asked to recommend/-nominate sites to be visited. In addition, announcements of the project and the application

process for selection of visitation sites will be sent to all major professional associations and newsletters where timelines permit. NOICC, AIT, CORD, and Curriculum Centers will also be sent materials. Identified experts/key informants will be called and asked to recommend sites. This information will also be posted on ADVOCNET.

B. All selected sites will be notified of acceptance to participate in writing by March 20, 1991. Site Coordinators will be identified and asked to complete an "Intent to Participate Agreement."

C. A schedule of site visitations will be developed by March 30, 1991.

D. Site visits will be conducted in April and May. Project staff will be on site for two days.

V. Protocol for Site Visitations

Step I: Agreement of Participating Institutions

Visitation sites will complete an "Intent to Participate" form. The form must be signed by the Site Coordinator and his/her immediate supervisor. The Site Coordinator will be asked to identify people (names, addresses, and telephone numbers) who should be notified about the visitation.

Step II: Notification

A letter of acceptance will be sent to Site

Coordinators discussing the role and responsibilities of the Site Coordinator and Integration Project Staff.

Step III: Design for Gathering Information

A series of questions will be developed to ask of the personnel at the various visitation sites. These questions will be tailored to the individual sites based upon unique characteristics. Examples of questions are:

- How are basic skills and integration defined?
- How do you measure the success of your efforts?
- What makes your program successful?
- Identify processes you utilized to get integration started? (best practices)
- What materials/products/resources are you currently using?
- How are they being used? In what courses?
- What is your vision for integration?
- What would you like the modules to look like?
- Where would you utilize modules if you had them?
- What format would you like to see for the modules?

Step IV: Planning the Visit

The Site Coordinator will be contacted by the Project Coordinator prior to the site visitation to help plan the visit. Examples of items to be discussed will include the following:

- Selection of dates for Site Visitation.
- Assist with travel arrangements.
- Identify individuals who should participate in the site visitation.
- Arrange for a group meeting to discuss integration efforts. The group may include vocational teacher educators, general teacher educators, and counselor educators.
- Arrange interviews with appropriate faculty and dean.
- Identify other interested individuals from SEA's and LEA's; arrange visitations/interviews.
- Provide samples/evidence of integration (i.e., curriculum, instructor manuals, syllabi, practicums, case studies).

Step V: The Visit

Project staff would like the Site Coordinator to organize the following activities during the visit:

- Convene meeting of educators involved or interested in integration of basic skills.
- Conduct interviews with faculty and dean.
- Visit classes.
- Conduct informal interviews with students.
- Visit local education sites which are integrating basic skills within their curricula.

- Review/collect samples of integration (i.e., curricula, case studies, syllabi, etc.).
- Conduct exit interview with site coordinator.

VI. Summary of Site Visit

A summary will be developed of the information collected at each institution highlighting key elements; definitions, integration processes, staff involved, materials utilized, needs, recommendations, and best practices.

The summary should not exceed five pages per visit. Each institution will receive a copy of the summary and a set of modules for participating in the project.

1/30/91

APPLICATION/NOMINATION FOR VISITATION SITE

Integration of Basic Skills into

Vocational Teacher and Counselor Education Curricula

Institution/Agency:

Phone:

Contact Person for Site Visit:

Address:

Phone:

Content Area: Teacher Education ____

Counselor Education ____

Industrial/Technology Education ____

Describe how your curriculum demonstrates the integration of basic skills into vocational teacher education, counselor education, or industrial education.

Describe other examples of integration of basic skills into vocational teacher education, counselor education, or industrial education (e.g., organizational structure, inservice, collaborative efforts, etc.).

Are you willing to convene a meeting of interested faculty to discuss integration of basic skills? YES _____ NO _____

Are you willing to provide project staff with descriptions of programs, course syllabi, and materials? YES _____ NO _____

Are you willing to coordinate a two-day visit for project personnel? YES _____ NO _____

Return to: Dr. Nancy Hartley
School of Occup & Educ Studies
Colorado State University
Fort Collins, CO 80523
303/491-1124 (fax 303/491-0248)

APPLICATIONS DUE February 24, 1991

1/30/91

Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

Teacher Education Visitation Sites Selected

Bemidji State University
Address: 222 Bridgeman Hall
Bemidji State University
Bemidji, MN 56601

Contact: David Kingsbury
218/755-2949
fax 218/755-4011
CSU - Gloeckner

Consortium: Michigan
Central Michigan Univ., Eastern Michigan Univ., Ferris State Univ., Michigan State Univ., Northern Michigan Univ., Wayne State Univ., Western Michigan Univ.
Address: Michigan Dept of Educ
Curr & Voc Teacher Ed Grants
Box 30009
Lansing, MI 48909

Contact: Naomi Bryson
517/335-3139
fax 517/373-8776
CSU - Love

Illinois State University
Address: PO Box 324
Heyworth, IL 61745

Contact: Thomas Haynes
309/438-2251
fax 309/438-5510
CSU - Love

Northwest Regional Educational Laboratory
Address: 101 SW Main Street, Suite 500
Portland, OR 97204

Contact: Tom Owens
503/275-9596
fax 503/275-9489
CSU - Gloeckner

Ohio State University
Address: Center on Ed & Training
for Employment
1900 Kenny Road
Columbus, OH 43210

Contact: Sandra G. Pritz
800/848-4815
fax 614/292-1260
CSU - Gloeckner

University of Maryland at College Park
Address: 3216 JM Patterson Bldg
Ind, Tech & Occup Ed
College Park, MD 20742-2211

Contact: Thomas Erekson
or Rey Martinez
301/405-4539
fax 301/314-9332
CSU - Love

University of Minnesota
Address: 210 Voc & Tech Educ Bldg
1954 Buford Avenue
University of Minnesota
St. Paul, MN 55108

Contact: Jane Plihal
612/624-3069
fax 612/625-6277
CSU - Love

University of Wyoming
Address: College of Education
Applied Science & Technology
PO Box 3374
Laramie, WY 82071-3374

Contact: David A. Baird
307/766-6155
fax 307/766-6668
CSU - Love

Virginia Polytechnic Inst. & State Univ.
Address: Dept of Vocational Education
213 Lane Hall
Blacksburg, VA 24061-0254

Contact: B. June Schmidt
703/231-8182
fax 703/231-3292
CSU - Gloeckner

Updated 4/22/91

Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

Counselor Education Visitation Sites Selected

Kearney State College
Address: Center for Vocational Education
West Campus
Kearney, NE 68849

Contact: Elsie Cafferty
308/234-8466
fax 308/234-8669
CSU - Feller

Consortium: Michigan

Eastern Michigan University
Address: Education Leadership and Counseling
PO Box 30009
Lansing, MI 48909

Contact: Gertrude Bonaparte
517/335-0370
fax 517/373-8776
CSU - Feller

Oakland University
Address: SHES Counseling Department
522 O'Dowd Hall
Rochester, MI 48309

Contact: Howard Splete
313/370-4173
fax 313/370-4475
CSU - Feller

Southwestern Oklahoma State University
Address: School of Education
100 Campus Drive
Weatherford, OK 73096-3098

Contact: Glenda Creach
405/774-3777
fax 405/772-5447
CSU - Daly

University of Central Florida
Address: College of Education, Room 315
PO Box 25000
Orlando, FL 32816

Contact: Robert M. Bollet
407/823-2052
fax 407/823-5135
CSU - Daly

University of Georgia
Address: Dept of Couns. and Human Dev Svc
408E Aderhold Hall
Athens, GA 30602

Contact: Richard L. Hayes
404/542-1812
fax 404/542-2321
CSU - Daly

University of Idaho
Address: Counseling & Special Education
121 Education Building
Moscow, ID 83843

Contact: Thomas E. Hipple
208/885-7713
fax 208/885-6198
CSU - Daly

University of Tennessee
Address: Dept of Educational and Counseling Psychology
108 Claxton Education Building
Knoxville, TN 37996-3400

Contact: Marla Peterson
615/974-5131
fax 615/974-2048
CSU - Daly

University of Wisconsin - Stout
Address: Dept of Counseling & Psych Services
Menomonie, WI 54751

Contact: Carlyle Gilbertson
715/232-2252
fax 715/232-1416
CSU - Feller

Virginia Polytechnic Inst & St Univ
Address: College of Education/AES Division
205 UCOB
Blacksburg, VA 24061-0302

Contact: Carl McDaniels
703/231-6890
fax 703/231-3717
CSU - Feller

Updated 4/23/91

APPENDIX F

Sample Site Visitation

Interview Agenda

Integrating Basic Skills into
Vocational Teacher and Counselor Education Curricula

TEACHER EDUCATION
SITE VISIT INTERVIEW BOOKLET

School _____

Phone _____

Contact Person _____

Position _____

This interview booklet will be completed by project staff member during the site visitation. It is designed to help organize information collected during the visit.

1. Why were you selected to be interviewed?

2. DEFINITIONS:

   a. Basic Skills:

   b. Integration:

Comments: _____

_____

_____

Additional Questions: _____

3. Identify processes utilized to get integration of basic skills started at your institution.

4. Structure of institution: College / Department(s) / Faculty (organizational chart) (Do other departments/colleges have vocational education programs?)

5. Content - What are you teaching related to the integration of basic skills?

   a. What are the knowledge bases upon which your program is built?

   b. What reports/studies/documents drive your curriculum in this area? What curriculum materials/packages/resources are you using which may influence your vocational education curriculum?

   c. In which courses are you teaching integration of basic skills?

   d. What program areas are involved and/or teaching integration of basic skills?

Comments:_____

_____

_____

Additional Questions:_____

e. Which faculty are involved in the integration of basic skills within their program areas?

6. What syllabi and texts, guidelines and materials comprise the knowledge and skill base of your program. MAY WE TAKE COPIES WITH US?

a. What types of instructional technology do you use (videos, assessment labs, computer labs, etc.)?

7. What kind of support is available for this initiative?

a. Administrative support

b. Release time for integration

Comments:_____

_____

_____

Additional Questions:_____ 7J _____

c. Internal vs. External funding

8. Describe what kind of integration efforts you are currently doing related to:

a. Coursework

b. Collaboration with LEA

c. Articulation with other departments

d. In-service training

e. Research

Comments: _____

_____

_____

Additional Questions: 811 _____

EXTERNAL INFORMATION

Ask students, related faculty, state department and local education agency personnel:

1. How is institution integrating basic skills into vocational education?

2. What innovative strategies/initiatives do you see emerging as the result of this integration of basic skills effort?

CONTEXTUAL INFORMATION

1. Identify the major trends/forces shaping teacher education and how they are reflected within your program?

   a. Carl Perkins Legislation

   b. Integration of Basic Skills

Comments: _____

_____

_____

Additional Questions: _____

c. Emphasis on Basic Skills

d. School Reform

e. Equivalent/Dual Credit in Academic Areas

f. Remediation of Basic Skills

g. Instructional Technology

Comments:_____

_____

_____

Additional Questions:_____

h. Changing Workplace

i. Changing Demographics

j. Changing Economics

k. Applied Curricula (Principles of Technology, Applied Math, etc.)

l. Teachers as Facilitators/Change Agents within the School Culture

Comments: _____

_____

_____

Additional Questions: _____

2. How does integration of basic skills into your curriculum affect instructional/-curriculum strategies for at-risk youth?

3. Who should do the remediation of academics? (Who should provide support if students are behind their peers?

4. Are vocational teachers being dual credentialed, certified/endorsed?

5. How and where do you get information concerning teacher/counselor needs (reactive or proactive)?

6. What courses teach the following:

   a. Underlying principles/philosophy

Comments: _____

_____

_____

Additional Questions: _____

b. Task analysis of basic skills related to vocational education program areas

SUMMARY

1. What gaps do you see that need to be addressed by this project?

2. Do special population students fit into your model of integration?

   a. How would they be served at the local level?

3. What kind of training materials would you find most helpful?

Comments: _____

_____

_____

Additional Questions: _____

a. What components/new features would you like to see incorporated into the materials?

b. What should the modules look like (format, print or non-print)?

c. What should be included in the instructional design (objective sheets, information sheets, worksheets, pre-post test)?

d. How much time would you have to include new materials?

5. Are you conducting research related to basic skills or integration?

Comments: _____

_____

_____

Additional Questions: _____

APPENDIX G

Final Site Visitation Reports

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

SITE VISITATION REPORT

PRESERVICE VOCATIONAL TEACHER EDUCATION

GENE GLOECKNER
CATHY LOVE

JULY 31, 1991

PRESERVICE VOCATIONAL TEACHER EDUCATION

SITE VISITATION SUMMARY REPORT

INTRODUCTION

As a result of the vocational teacher education site visits, insights were gained into the integration efforts being made at universities across the country. During each site visit the teacher education team met with teacher educators, administrators, local education personnel and state department personnel who were collaborating with universities related to integration efforts. A detailed report on each site visit is attached to this summary report. The purpose of this report is to summarize what was learned from the nine sites visited.

The sites were: Virginia Polytechnic Institute and State University, the University of Maryland, the Ohio State University, Bemidji State University, a consortium of universities from Michigan, the Northwest Regional Education Laboratory, the University of Wyoming, Illinois State University, and the University of Minnesota.

Visitation Sites	Site Coordinators
Bemidji State University	David Kingsbury
Consortium: Michigan	Naomi Bryson
Illinois State University	Thomas Haynes
Northwest Regional Educational Laboratory	Tom Owens
Ohio State University	Sandra G. Pritz
University of Maryland at College Park	Thomas Erekson
University of Minnesota	Jane Plihal
University of Wyoming	David A. Baird
Virginia Polytechnic Institute & State University	June Schmidt

The Site Visitation Interview Booklet contains a series of questions that were used as a guide to structure the interview process. This summary report is organized around the following topics derived from the interview: Definitions of Terms, Integration of Basic Skills Efforts, Local School Systems Efforts, State Initiatives, Support Available for the Integration of Basic Skills and Format of the Materials.

Definitions

The conceptual framework for the integration of basic skills had broadened considerably as a result of the information gained from the review of literature. The universities visited confirmed the need to make the definitions of basic skills and integration more inclusive than was originally envisioned. Teacher educators appeared to value the opportunity to dialogue about these definitions and felt that preservice programs needed to have a common understanding of what definitions were being used by colleagues.

Basic Skills

In addition to the traditional concepts of reading, writing, computation and science, teacher educators defined basic skills to include concepts which can be clustered into three broad categories: *Higher level skills, employability skills,* and *personal coping skills*.

The first category is *higher level skills*, which includes problem solving, critical thinking, learning to learn, and the ability to integrate content and process.

The second category, *employability skills*, included higher level skills but also would include an understanding of work ethics, teaming, equity, interpersonal relations, and adaptability.

VISITATION SITE SUMMARY — TEACHER EDUCATION

Bemidji State University	Michigan State University	Illinois State University	Northwest Reg. Ed. Laboratory	Ohio State University	University of Maryland	University of Minnesota	University of Wyoming	Virginia Poly. I & State U.
Use of teamwork in assigning instruction of courses -- using strengths of individuals in department Multicultural sequence could serve as model for integration Mathematics methods course is taught by math. dept.	General methods / Agriculture ed. Large continuing ed effort to local school districts Post-student teaching seminar Collaborative efforts with state dept of ed State curriculum materials completed in: Agri-science, life management, and technology education Teachers in agri-science are certified in agri-science and science Some schools use split credit (1/2 academic, 1/2 vocational)	Center for Science, Math & Technology State inservice grant to work with integration Collaborative efforts with local school districts Fund mini-proposals at local level to develop curricula	Utilized steering committees at local level Assisted with collaborative efforts of academic and vocational teachers At community college, sets up advisory committee with players who can advise on integration concerns At high school, very strong integration process occurring--writing emphasized and graded for content as well as grammatical accuracy In Idaho, integration divided into new basis, "can-do" attitude, collaborative ability, adaptability	Agriculture Ed methods Center for Employment & Training - research & publications Several analysis systems (OCAP, DACUM, DELTA) State mandated applied academics A specific Agriculture Methods course that focuses on integrating academics A communications course in the Ag Ed	Work with LEA's, high school portfolio Integration workshops for inservice teachers Tech Ed workshops for inservice teachers Conference on integration	Science Fair / Agriculture students Agriculture students work on environmental science activities NCRVE projects related to integration, cognitive science Professional writing by faculty in this area Collaborative work with local school districts	Industrial tech General methods Applied academics Dean mandated integration be taught in all general methods / Fall 1991 Encourage team teaching Inservice efforts for teams of academic, vocational teacher, admin & counselor Grants to hire academic faculty to inservice vocational education teachers	General methods course includes integration Curriculum development course NCRVE project Collaborative work with SREB schools, including workshop for academic-vocational teachers Outcomes approach with LEA's Core groups of teachers worked together to develop curriculum One-week retreat to share ideas between academic & vocational teachers

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Personal coping skills is the last category. Under this group, teacher educators mentioned decision making, goal setting, self esteem, personal relations, life skills and common sense.

Integration

Definitions of integration moved from the traditional focus of more academics in vocational education content and delivery to total restructuring of curriculum. Other definitions included: a real world focus for academic content and a way for academic and vocational teachers to team, collaborate, and model content and ideas for students.

Observed Integration of Basic Skills Efforts

Although teacher educators were aware of the need for a broad definition of the integration of basic skills, the efforts observed at universities and local sites were generally related to the traditional definition of incorporating more math, science and communication into vocational education. Teacher education efforts, local school system efforts and state initiatives had an impact on what was being done at the individual institutions.

Teacher Education Efforts

At every teacher education institution visited, teacher educators were aware of the need to focus on the integration of basic skills, but little effort was being made to incorporate these concepts into existing curricula at the preservice level. In some instances, the institution chose to focus only on certain academic areas, most commonly science and math. Illinois State University has created a Center for Science, Math, and Technology Education where research in effective teaching as well as the development of new curriculum will be a focus. At the

University of Minnesota a science fair is helping to identify the need for integration. The university is working more closely with public schools to encourage students from a variety of backgrounds to participate in the fair. Through internships, agriculture students at the university are going into science classes to help with environmental science activities.

There were institutions where content for preservice vocational education teachers had included the integration of basic skills. At The Ohio State University, the agriculture education methods course and the public speaking course for agriculture education included units on integration of basic skills. One course in curriculum development and the teaching methods course at Virginia Tech included teaching the integration of basic skills. General methods courses and post-student teaching seminar are avenues for teaching the integration of basic skills at Michigan State University.

The University of Wyoming has to this point taught integration of basic skills in the Industrial Technology Program exclusively through their methods of teaching applied math, physics, and communications courses. The Dean of the College of Education has mandated that all vocational education preservice teachers will, beginning in the fall of 1991, be trained in teaching integration of basic skills through a general methods course--required of all vocational education students. The Dean will provide faculty support for this effort by providing more FTE credit for team teaching.

These findings, along with those cited in the literature review, confirm that there is definitely a need to help university instructors develop curricula for teaching the integration of basic skills within the preservice program. A great deal of interaction and integration was

occurring and had received external funding where institutions of higher education had teamed with local high schools or technology centers.

Bemidji State College planned staffing of general methods courses by identifying expertise in sub-content areas. This approach facilitates instructional teaming and models teaching of integration in a different fashion. For example, staff uses this approach to integrate diversity competencies into professional teacher education courses. In addition, there is integration of academics into technical courses within Industrial Technology.

Several of the institutions and states focused integration activities (workshops, classes, funded projects) on public school teachers. Through inservice activities teachers learn how to use Applied Mathematics, Principles of Technology, Applied Communications, and focus on general ways to integrate curriculum. The focus on inservice activities has left little time for most universities to develop preservice curriculum materials.

These findings suggest that external dollars support had an impact on what was being done in higher education. In general, not all faculty participated in these initiatives and many did not see a need to change preservice curricula.

Local School System Efforts

Northwest Regional Education Laboratory (NREL) encouraged the development of steering committees within districts in the states of Oregon and Washington. NREL assisted in sending academic teachers to vocational high schools to expose them to both the academic nature and needs of current vocational programs. NREL is encouraging collaborative relationships with local education agencies and business and industry.

In Virginia, a one-week retreat for faculty helped teachers realize that they had similar goals and problems. During the week the academic and vocational teachers worked together to identify outcomes for the students. This was followed by perusing each other's syllabi, tests, and programs to learn about the various ways in which these outcomes could be accomplished. After the retreat and once the school year began, the teachers worked in core groups and began to develop curriculum where the skills of the teachers could be utilized. Teachers felt that this team approach has successfully raised student achievement scores while reducing the dropout rate.

The University of Wyoming has a similar initiative. Academic faculty have been inservicing teams comprised of academic and vocational education teachers, counselors and an administrator from local school districts. The team learns to develop and value curricula designed to promote the integration of basic skills.

Illinois State University has assisted in the integration of basic skills at the local level by offering financial support to teachers willing to work together to develop an integrated curriculum. Requests for proposals are sent to the local districts and teachers are funded to develop curriculum ideas.

Home economics faculty at the University of Maryland are involved with local education agencies in developing curricula related to a practical problem orientation, utilizing the new basic skills. Faculty are interested in developing learner outcomes.

As a site for the National Center for Research in Vocational Education, Virginia has been successful in being awarded external funding to do research in the area of integration at all

levels. Interestingly, teacher educators have not used this research to make changes in their preservice vocational education program.

The tendency of higher education institutions, it appears, is to do research on areas surrounding the topic of integration of basic skills — defining basic skills, providing technical assistance and implementation strategies, and identifying and developing best practices. The results usually have not been shared with other teacher education faculty or developed for infusion into existing preservice teacher education courses.

State Initiatives

The State of Michigan has identified integration as an integral part of their school reform initiative. The Department of Education has set aside grant money to support curriculum development for K-12 education. The curriculum will emphasize outcome-based education with many of the outcomes directly related to the integration of vocational and academic education. Attempts have been made to expand integration initiatives for preservice teachers. State department personnel have worked closely with teacher education to infuse outcomes and state philosophy into curriculum. Funding has been provided to support agri-science and life management curricula. Applied academics curricula is also being reviewed for inclusion.

Illinois State University has received funding from the State Department of Education to work with collaborative integration initiatives at the local level.

The State of Ohio has required applied academics at the local level. These courses must be taught by an academic teacher in conjunction with vocational courses. Local programs must identify academic outcomes within the program areas. The Center for Employment and Training

works closely with the State Department of Education in identifying educational outcomes (Ohio Competency Analyzing Profiles) and writing curriculum materials. Occupational analysis techniques and DACUM were utilized to identify basic skills. The Center provides inservice workshops.

Support Available for the Integration of Basic Skills

Successful attempts to teach the integration of basic skills to vocational teachers seem to be directly related to the amount of support received for this initiative. Three areas were most frequently identified as keys to supporting integration: (1) administrative support, (2) release time for planning, and (3) amount of funding — both external and internal.

Training Materials Desired

The people interviewed were asked a series of questions about what they would like from a curriculum developed for teaching integration of basic skills at the preservice level. The first question referred to what **gaps** need to be addressed by this project. Teacher educators felt there was a need for references which will help the teacher educators model and demonstrate integration in the classroom. Research, case studies, annotated bibliographies, definitions related to integration, and philosophy of integration were mentioned as essential resources necessary to assist in their efforts to infuse integration of basic skills into their existing preservice curricula.

Teaming of vocational and academic teachers was often mentioned as a critical component for successful integration. This needs to be discussed at the preservice level, emphasizing the importance of ownership of ideas and understanding the value of collaboration. A method of teaching process skills would be helpful in modeling the new basics to teachers.

Another important item included the development of a series of skills that were perceived as lacking emphasis in present vocational teacher education programs. Items mentioned most frequently related to: effective teaching strategies, development of self-esteem, use of assessment tools, acquisition of communication abilities, and sensitivity to multi-cultural and diversity issues.

When asked what **kinds of training materials** teacher educators felt would be most valuable, the most frequently mentioned content were: 1) incorporating the teaching of integration of basic skills into general methods teaching strategies, 2) appreciating the history and philosophy of American education, 3) teaching risk taking, problem solving, and critical thinking, 4) writing supportive rationale for each lesson, and 5) including appropriate vocabulary.

Format of the Materials

Ideas for **format** included: 1) develop videos for illustrations and/or case studies, 2) present the materials in hard copy form, preferably in loose-leaf style so copying is done easily, 3) present the materials in a turn-key that is ready to be reproduced and used, 4) encourage student interaction, and 5) insure flexibility.

Teacher educators indicated that the use of developed curricula was dependent upon quality and format.

The last question asked was whether teacher educators were currently doing any **research** with integration of basic skills in the preservice vocational teacher education area. Some sites indicated that they were doing some inservicing of current teachers, developing literature reviews

on the topic of integration of basic skills, or have written materials related to integration. No examples of research with preservice teachers were given.

VISITATION SUMMARY:

A NEED FOR INTEGRATION IN PRESERVICE EDUCATION

Even the universities that were making strides in the area of integration were apologetic that they are not doing more. The departmental structure at the university level was often described as a barrier to infusing integration into methods courses or team teaching these activities. They felt that this barrier would be extremely difficult to remove.

Frequently, university professors would verbalize their frustration of being in "their own little world." Many professors indicated that they were not aware or involved with collaborative efforts with local educators. The university professors are aware of the need for integration and the preservice teacher's need to know how to teach integrated basic skills. The university environment has made teacher educators frustrated with their inability to develop materials and courses that model integration. All sites enthusiastically endorsed the intent of this project and are extremely anxious to see the materials developed.

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

SITE VISITATION REPORT

PRESERVICE COUNSELOR EDUCATION

JOE DALY
RICH FELLER

JULY 31, 1991

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PRESERVICE VOCATIONAL TEACHER EDUCATION

SITE VISITATION SUMMARY REPORT

INTRODUCTION

While students may have awareness of the comprehensive guidance model, most programs spend little time on issues related to school counseling or career development. Students do not perceive themselves as educators and thus lose sight of their educational role within public schools.

Currently accreditation standards create barriers for preservice programs interested in expanding their curriculum related to school counseling. This, coupled with the lack of knowledge concerning the major trends impacting education, raises serious questions as to the future role of the school counselor.

Counselor education programs are in need of preservice materials which can be utilized to facilitate the planning and acquisition of basic skills. Expanding the awareness of counselor educators related to developmental-educational issues is needed if school counselors are to provide comprehensive guidance services.

Following procedures set forth in the Site Visit Plan, counselor training programs at nine institutions were selected. The programs were selected based on applications and supporting materials provided through the application process. Each institution chosen as a visitation site had procedures, courses, and/or projects with other agencies that indicated active involvement in the issues of planning and integration of basic academic skills.

The counselor training institutions that were visited included Kearney State College, Michigan Consortium, Southwestern Oklahoma State University, University of Central Florida,

University of Georgia, University of Idaho, University of Tennessee, University of Wisconsin-Stout, and Virginia Polytechnic Institute and State University.

Visitation Site	Coordinator
Kearney State College	Elsie Cafferty
Consortium: Michigan Eastern Michigan University Oakland University	 Gertrude Bonaparte Howard Splete
Southwestern Oklahoma State University	Glenda Creach
University of Central Florida	Robert M. Bollet
University of Georgia	Richard L. Hayes
University of Idaho	Thomas E. Hipple
University of Tennessee	Marla Peterson
University of Wisconsin — Stout	Carlyle Gilbertson
Virginia Polytechnic Institute and State University	Carl McDaniels

Following the site visit protocol, each site visit was arranged by a Site Coordinator. The visits included the opportunity to review materials describing the counselor education programs and desired preservice counselor education outcomes. This included course syllabi and other program materials. Arrangements comprised meetings with school counselor program faculty and staff, department and college administrators, and often, central office administrators, e.g., deans or institution presidents. Opportunities were provided to meet with relevant classes and/or interview students enrolled in the school counselor education programs. In those institutions where programs were involved with implementation projects related to comprehensive school guidance programs, meetings were also held with representatives from those projects and/or with

VISITATION SITE SUMMARY — COUNSELOR EDUCATION

Kearney State College	Consortium: Michigan		Southwestern Oklahoma State Univ.	University of Central Florida	University of Georgia	University of Idaho	University of Tennessee	University of Wisconsin (Stout)	Virginia Polytech I & SU
	E. Michigan	Oakland Univ.							
• Access to Center for Voc-Tech Ed • Access to Career Guidance Lab • Access to Spec. Needs Ass't Lab • On occasion have offered educators-in-industry program • Strong relationship to Perkins Guidance Funding • Strong relationship with state guidance supervisor • Some use of ICDM and Nat'l Guidelines Mat'ls • Taught program needs assessment skills • Course in school org. and practice • Program has trained 70-80% of Nebraska school counselors	• Involvement with ICDM and Nat'l Guidelines Mat'ls • Good relationship with state guidance supervisor • State dollars fund inservice training and conferences • State dollars infused in counselor ed. improvement efforts • Research conducted in career development • Use practitioner to teach school counseling course • Evening practicum in urban setting available • Academy model of staff development and collaboration • Course matrix tied to NOICC competencies	• Involvement with ICDM and Nat'l Guidelines Mat'ls • CIS Lab • Extensive video feedback • Excellent relationship with state guidance supervisor • Counselors-in-industry program • State dollars fund in-service training and conferences • Faculty leaders in nat'l ass'ns and nat'l guidelines • Excellent support from dean • Competency-based program • Research conducted in career development • Strong emphasis on comp. guidance programs • Practitioner teaches school counseling course • Excellent facilities • 48 hour CACREP program • Many assistantships available • Courses are developmental in sequence • Acad. model of staff dev. & collaboration • Program built on dev. model with good clinical course selection • Consultation with local schools	• Excellent interaction with state voc/-tech education • "Building Skills for Tomorrow" developmental guidance model interfaced with the National Career Development Guidelines • Train large % of counselors in southern and western Oklahoma	• Strong relationship with Orange County School District and its developmental guidance plan (elementary, middle school, high school) • Blue Print for Career Preparation in State of Florida • Some use of National Guidelines • Strong leadership at state level	• Collaborative model for counselor education • CACREP approved • APA approved • National leadership • Closed enrollment program	• Idaho Comprehensive School Guidance Model • Implementation Project • Good interaction with Voc Education • Voc counseling course • CACREP approved • Use of Perkins money to fund implementation • Involvement at national and state levels with developmental school counseling	• Good ties to the public schools • Comprehensive Career Development Project • Cooperation with Voc Education • CACREP approved • APA approved • Use of Perkins to fund implementation • National and state leadership	• Shaped by strong state standards • Involved in Nat'l guidelines, CIS & ICDM research & materials • Excellent on-site video practicum experience • Access to voc ed faculty courses • Strong relationship with state dept & Wisc Voc Studies Ctr • Career Guidance & Assm't Practicum Lab • Non teachers complete 1 yr. school counseling practicum • State employability program/-curriculum taught • Strong emphasis on comp. guid. programs & developmental emphasis • Faculty leaders in nat'l guidelines • Career placement services class • Sociological foundations of guidance class	• Faculty are nat'l leaders in CIS, career development school counseling • Closed enrollment programs for school counseling • Individualized education plans • Self-paced career resource center • Access to Virginia view CIS unit • Counselor education development transcript • Access to Dept of Voc Education • Some use of ICDM and Nat'l Guidelines mat'ls • Relationship with Ph.D. program • Individualized counselor-in-industry component

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school district personnel. State level administrators or state level personnel involved in guidance leadership roles were also included in most of the site visit arrangements. This site visit report reflects input from all of these sources.

The Site Visitation Interview Booklet contains a series of questions that were pursued with each of these subgroups. It was not possible, however, to follow it exactly and was used only as a general guide for the visits. This summary report is organized around the following topic areas: Status of School Counselor Education, Major Trends/Forces Shaping School Counselor Education, Guidance Curriculum, Attitude Toward Vocational Education, Training Materials Desired from the Field, Institutional Support, School Counselor Training Program Curriculum, and Collaboration with Local Schools.

Status of School Counselor Education

All of the states represented by the site visits have institutions which train school counselors. In at least three of the states, legislatures have passed laws mandating counselors in every school, K-12. In some states, however, school counselors are becoming victims of tight budgets and declining resources.

At the present time, preservice school counselor education takes place within a broader context of counselor education focused strongly on psychological theory and clinical techniques, rather than on a developmental base related to education. The training of school counseling is often not separate from the general training received by mental health counselors.

Major Trends/Forces Shaping School Counselor Education

The issues reflected in the questions in this section of the site visitation booklet received little emphasis in the majority of counselor education programs. Faculty were aware, in a general sense, of some of the issues, such as accountability of school counselors, issues around accreditation, the professionalization of counselors, state licensure, educational reform, and elementary counselor specialization. Little emphasis, however, was placed on these specific issues in course content in a majority of programs visited. Students interviewed were uninformed and could talk to few, if any, of the above issues. The Carl Perkins Legislation, for example, was unfamiliar to them, as were the issues of integration of academic and vocational education and the need for expanded basic skills. It should be pointed out that in some states, school counselors have no experience in education and have a limited understanding of education in general.

School Restructuring

School restructuring issues related to the changing workplace and the changing demographics of the workforce were somewhat more familiar to counselor educators and were recognized within some of the preservice training programs. There was considerable discussion and activity related to site-based management and site-based decision making. School counselors, however, are often not involved with school restructuring and do not feel empowered within the educational system. Frequently, counselors find that their roles are shaped by principals.

Carl Perkins Legislation

In general, students know little or nothing about the Carl Perkins Vocational Education and Technology Act. The Legislation is not included within the content of their training programs and they are not aware of the impact of the legislation on counseling programs in the public schools. Program faculty saw the Perkins Legislation as a non-factor in their program with the exception of those institutions that had direct relationships with state-level Vocational Guidance Coordinators.

Integration

While programs, faculty, and students are aware of a general emphasis on basic skills, the concept of integration, or the need for greater planning of these activities, especially as related to vocational education, was not one that they had discussed or considered. In counselor training programs, integration is seen as quite insignificant when compared to preparing students for the increasing to the psychological and social needs of students. Minor emphasis is placed on planning and career development when total program requirements are examined. In general, the preservice programs contain little, if any, information about vocational education.

Basic Skills

Discussion of basic skills with faculty or students would begin with the identification of the academic areas of reading, writing, and computation. Technology would be added and the discussion would then move to higher-order process skills. When questioned about employability skills, faculty indicated that this content was covered in the "careers" class. Interestingly, counselor educators generally felt that they had little to do with basic skills and quite removed

from preparing school counselors for their role in planning basic skill acquisition.

Guidance Curriculum

All of the school counselor training programs emphasized some model of a comprehensive school guidance program. Such programs recognized a guidance curriculum and the role of the school counselor in delivering this curriculum. A number of the sites were involved in implementation projects related to comprehensive school guidance programs. This recent experience seemed to renew some faculty's commitment to school counseling.

Attitude Toward Vocational Education

The vast majority of students in the school counseling programs know little to nothing about vocational education. Their attitude, at best, is indifferent or driven by stereotypes from their own school experience. In most programs, counselor education faculty have little or no interaction with vocational education at the state, district, or university level. Two of the programs were exceptions with close relationships with state level vocational education staff.

Institutional Support

In all of the institutions visited, the counselor education program was seen as a healthy, viable and contributing program of study. The programs had good general administration support.

Within the colleges, school counselor education seemed to have good relations with other faculty, but little direct program involvement with teacher education or vocational education.

School Counselor Training Program Curriculum

The major emphasis and strength of the programs visited as seen by faculty and students focused on psychological training. In the nine institutions, the degree programs ranged from 32-50 semester hours. No more than three credit hours (one course) were required in career development. There was generally one course which focused on testing and assessment, but the amount of educational testing or assessment covered within this course varied greatly. A few programs had a course specific to school counseling. All programs felt that there was no room for additional coursework related to school counseling. If additions were to be made, issues related to the psychological and social needs of children would take precedence over issues related to planning and integration of basic skills.

The curricula for all the school counseling education programs visited were reflective of state credentialing requirements and CACREP accreditation standards. These were clearly the two major forces giving direction to the school counselor training programs.

Collaboration with Local Schools

Almost all of the training programs were involved in collaborative efforts with local school districts in projects related to the implementation of comprehensive school guidance programs. Some of these projects emphasized planning and career development outcomes as part of the comprehensive guidance program. In those projects, however, considerable emphasis remains in the area of responsive services (psychological needs of students). This is also evidenced in the staffing and courses available related directly to school counseling.

Training Materials Desired from the Field

Counselor education faculty and school counselors were asked to identify the kinds of materials they would like to have available for their preservice program.

The kinds of materials mentioned were:

1. Case studies and related materials pertinent to the counselor's role in the areas of planning, and integration of basic skills.
2. Case studies and materials about vocational education and carer options/choices for students.
3. It was emphasized that materials need to complement existing curricula because "there is little room to add anything new."
4. Materials should be used with existing textbooks and must be "bookstore ready," requiring little additional preparation on the part of the instructor.

VISITATION SUMMARY

Counselor education programs visited significantly draw from a clinical-psychological model in the training of professional counselors. Where an educational-developmental emphasis was present, school setting, specific issues, and the need to meet educational and planning needs was evident.

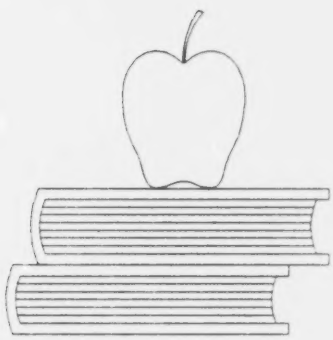
APPENDIX H

Draft Curriculum Materials and

Field-Test Orientation Meeting Information

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

Vocational Teacher Education



Teacher Education Faculty:

Dr. Cathy Love
Dr. Gene Gloeckner

Colorado State University

Project funded by U.S. Department of Education,
Office of Vocational and Adult Education

Project Director: Dr. Brian Cobb
Project Coordinator: Dr. Jaime Stefan

WE BELIEVE THAT:

- Knowledge is derived from both content and process. The acquisition of knowledge requires the active participation of the learner. Knowledge is dynamic, it is continuously reconstructed by the learner, and it is affected by constant change.
- The aim of education is to develop individuals who are active participants in the acquisition of knowledge and in the formation of healthy systems in a democratic society.
- The vocational teacher educator is a role model for the preservice teacher in the acquisition of basic skills, teaching methodology and content, and the evaluation and achievement of learner outcomes.
- Process skills are competency-based statements, comparable to learner outcomes, that describe the practical problems encountered by individuals, workers, and family members.
- The vocational teacher educator is a role model for the preservice teacher in the acquisition of process skills.
- The preservice teacher is self-forming and capable of developing the basic skills, teaching methods and content, and evaluation techniques necessary to facilitate learner outcomes in the vocational classroom.
- The vocational teacher educator must have ownership of the new basic skills in order to model those skills.
- The teacher is no longer a "walking encyclopedia". The teaching-learning model no longer resembles the assembly line model in which the student enters kindergarten and progresses through the system in a "linear" fashion with "parts" being added to create a complete product. Instead, the teaching-learning model focuses on process skills so that the teacher is a facilitator of learning.
- It is the responsibility of future vocational teachers to assume a leadership role in the facilitation of the change process from the assembly line model to an integration model.
- In this curriculum design, debriefing of each lesson is key to enabling the preservice candidate to internalize the concepts of the lesson.
- Learning to know must never be separated from learning to do.

MISSION STATEMENT

The mission of this vocational education curriculum is to empower preservice teachers with the process skills necessary to model, plan, and facilitate the acquisition of the new basic skills necessary for learners to be successful in their roles in family, work, and school.

GOALS

- To develop understanding of the new basic skills.
- To generate integrated efforts to assist learners in achieving new basic skills.
- To develop understanding of the multiple roles learners play in their work, family, and educational lives.
- To promote public school teachers as leaders in school reform.
- To develop an appreciation of the forces impacting change in the public school system.
- To model through the teacher education program the integration of basic skills in the curriculum.

PERENNIAL PROBLEM

What should be done about planning and integrating the new basic skills into vocational education?

Lesson	Practical Problem
Lesson 1: Definition of Basic Skills	What should be done about recognizing the reciprocal relationships between basic skills and integration?
Lesson 2: Definition of Integration	What should be done to help future teachers "own" integration?
Lesson 3: Evaluation	What should be done to help teachers better understand the evaluation of attitudes?
Lesson 4: Social Conditions of Youth in American Schools	What should be done about societal conditions impacting youth in the public schools and how those conditions can impact youth's abilities in acquiring the new basic skills?
Lesson 5: School Reform	What should be done about understanding the separation of content areas in the context of school reform in order to break down the walls between content areas?
Lesson 6: The Three R's — Rules, Roles, and Relationships	What should be done about "turf" issues between vocational and academic education?
Lesson 7: American School Culture	What should be done to utilize school culture to empower teachers to impact change?
Lesson 8: Balancing the Equation of Family, Education, and Work	What should be done about encouraging and increasing the use of computation and mathematical thinking as a tool for living?
Lesson 9: Dynamics of Change	What should be done about recognizing the impact of information age technology on educational preparation for work, family, and further education?
Lesson 10: Teachers as Advocates of Youth — A Unique Classroom Management	What should be done about the historical, physiological, psychological, political, and cultural expectations of adolescent development and teaching practices?

Lesson, continued	Practical Problem
Lesson 11: Developing a "Can Do" Attitude	What should be done to facilitate the development of a positive self concept in students?
Lesson 12: Lifelong Learning and Professional Development	What should be done to help motivate future teachers to maintain their quest for knowledge and to broaden their concept of education beyond classroom learning?
Lesson 13: Keys to Integration	What should be done to prevent the integration process from being threatening?
Lesson 14: Learning from Others	What should be done to help future teachers build relationships with healthy boundaries for themselves and others?
Lesson 15: Special Populations	What should be done to help future teachers facilitate the learning process for special needs populations?
Lesson 16: Teaching the Adult Learner	What should be done to help future teachers better understand the needs of the adult learner?
Lesson 17: The Curriculum Challenge	What should be done to help future teachers evaluate change as a constant in curriculum and to search for alternative delivery systems?

LESSON ONE: Working List of the Basic Skills

Perennial Problem

What should be done about planning for and integrating new basic skills into vocational education?

Practical Problem

What should be done to help future teachers own the new basic skills?

Justification for Lesson

There seems to be a great deal of confusion around the country regarding the definition of basic skills. This lesson is designed to help future teachers understand the complexity of arriving at a universal definition and to help them establish an intellectually defensible definition of basic skills.

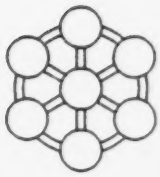
Learner Outcome

TLW formulate a working list of the new basic skills which is personally and intellectually defensible.

Instructor Resources

Summary of the New Basic Skills

Summary of Consensus Model



Teaching Strategy Modeled

Consensus Model

Teaching-Learning Interaction

Objectives:

1. TLW identify a list of new basic skills which are personally and intellectually defensible. (content)
2. TLW identify the new basic skills experienced. (new basic skills)
3. TLW able to evaluate the consensus model. (process)
4. TLW relate the lesson content and teaching strategy in the classroom. (application)

Materials:

- Overheads: "New Basic Skills" and "Steps of Consensus Model"
- Newsprint
- Markers

Lesson Plan

(Time)

Introduction: (1 min.) Before you as teachers can integrate the basic skills into your curricula, you need to be able to define the basic skills for yourself. The lesson today will help you do so. Additionally, you will experience a teaching technique called the consensus model.

Learning Activity, Step 1: (2 min.) Individually I'd like each of you to write out your own personal definition of the new basic skills.

Learning Activity, Step 2: (5 min.) Divide the large group into smaller groups of 2-6 students. Show overhead, describe group task and consensus model.

Learning Activity, Step 3: (20 min.) Small group work.

Learning Activity, Step 4: (10 min.) Each group shares its list of the new basic skills. Instructor shares overhead on "The New Basic Skills".

Learning Activity, Step 5: (12 min.) Debrief (see below).

Debriefing Strategies

Content Skills: Debrief activity and give some questions:

1. Where did your ideas come from?
2. What values are reflected in the new basic skills?
3. What are the factors that promote the integration of the new basic skills?
4. What are the barriers to integration?

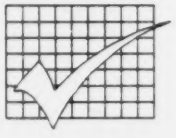
Debriefing Strategies, continued

New Basic Skills: During the lesson today, what new basic skills did you experience?

- Group effectiveness (within group process)
- Influence (within group process)
- Communication (within group process)
- Writing (assignment)
- Adaptability (creative and critical thinking and problem solving)

Process: Reflecting on the consensus model:

- What did you like/dislike?
- What are the advantages/drawbacks to this approach?
- Some decisions can be made by majority rule. Are there situations where consensus is important?



Evaluation Options

Content: Assignment: Using the three perceptions of basic skills (individual, group, and "New Basic Skills") formulate a list which you find personally and intellectually defensible.

1. Provide a brief rationale for your choices.
2. Describe how others influenced your decision.

Process: Identify and explain three kinds of lessons where you could employ the consensus model.

Field Experience: Observe a class. Identify the new basic skills which the students are experiencing.

THE NEW BASIC SKILLS

- **Learning to Learn**
- **Reading, Writing, and Mathematics**
- **Communication**
- **Adaptability:** ***Creative and Critical Thinking, Problem Solving***
- **Personal Management:** ***Self Esteem, Goal Setting/Motivation, Personal/Career Development***
- **Group Effectiveness:** ***Interpersonal Skills, Negotiation, and Teamwork***
- **Influence:** ***Organizational Effectiveness and Leadership***

Adapted from: Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1988). *Workplace basics: The skills employers want.* Alexandria, VA: American Society for Training and Development. (ERIC Document Reproduction Service No. ED 299 462)

CONSENSUS MODEL

Problem: "What are the new basic skills?"

A. Brainstorm Possible Solutions

- **no evaluation**
- **be creative**
- **record all responses on newsprint**

B. Evaluate the Solutions

- **review all ideas**
- **comes to consensus on what constitutes the new basic skills**

C. Make a Decision

- **write down agreed-upon decision**

CONSENSUS STRATEGY

Why use the Consensus Strategy?

In a democratic society, voting about decisions is a very useful tool. However, sometimes it is important that all involved agree to the decision. In such cases, the Consensus Strategy can make everyone a "winner" in the decision-making process.

When should you use the Consensus Strategy?

Whenever a decision must be made which requires all involved to support the solution, the Consensus Strategy is a useful technique which generates positive feelings and builds an atmosphere of mutual respect.

How to use the Consensus Strategy.

The steps in consensus follow:

A. *Brainstorm Possible Solutions.* It is important in brainstorming to keep from evaluating the proposals, accepting all ideas without editing, clarifying or requiring justification. The facilitator should encourage even "wild" or unique solutions.

Record all solutions (tape recorder, chalk board, newsprint) and keep things moving as quickly as possible. When the process lags, ask a refocusing question such as "What are ways no one has thought of yet?"

B. *Evaluate the Solutions.*

1. Only when you have developed a good list of possible solutions is it appropriate to evaluate.

2. As a group, determine which solutions are the best. Cross off the list any solutions which get a negative rating from anyone for whatever reason.

3. It is important that all opinions and preferences be heard and respected. Everyone should be encouraged to advocate their proposals and to explain why their ideas have merit. Take the time to let everyone participate.

Consensus Strategy, continued

C. *Make a Decision.*

1. In some cases a clearly superior solution emerges and everyone agrees. Often, however, several high-quality solutions remain.

2. While you may take a straw vote to find out "where people are," it is important that the group not use the democratic process where "majority rules." Unless the vote is unanimous, voting produces winners and losers, and the losers will be poorly motivated to carry out the decision.

3. In exploring the proposed solutions, test them by asking participants to imagine how each solution would work if it were chosen.

4. Remember that the goal is consensus. Do not adopt a solution until everyone agrees to at least try it.

5. Write down the agreed-upon solution.

D. *Determination of How to Implement the Decision.*

1. Ask the following questions: What do we need to get started? Who will be responsible for what?

2. Consider standards of performance. For example, what is a clean room?

3. Determine a time when the success of the solution will be assessed.

Solutions should allow everyone to get their needs met. When a solution fails to do so, it should be discarded and another solution sought. Also, sometimes solutions to one problem create new problems, or the solutions only work for a while, so periodic assessment may be important. Remember that it is OK for a solution to fail.

Reference

Gordon, T. (1974). *Teacher Effectiveness Training.* New York: David McKay Company, Inc.

Excerpt from: Planning and Integrating Basic Skills into Vocational Teacher Education, U.S. Department of Education / Colorado State University; *Vocational Teacher Education Review of Literature*, by Betty Grant, Gene Gloeckner, and Cathy Love; June, 1991.

Basic Skills in the New Workplace

The term "basic skills" has different meanings for different people (Dunn, 1988). It often has political currency (Miguel, 1985) with employers utilizing the term loosely. Basic skills are often defined as skills that were once referred to as the academic skills of reading, writing, and arithmetic (Dunn, 1988; Applying the Academics ..., 1989; Miguel, 1985; Owens, 1989; Strumpf, 1986; Pritz, 1988; Lee, 1988). In addition to the previously used academic definition, basic skills are also now cited as those social competencies such as the ability to balance a checkbook or read safety instructions (Dunn, 1988). Other uses of the term "basic skills" include the work attitudes found in successful workers, such as being dependable, responsible, coming to work on time and being able to get along well with co-workers (Semple, 1987).

The literature reviewed is filled with reports describing a whole new set of skills now considered to be basic. A major study by the United States Department of Labor and the American Society of Training and Development (Carnevale, Gainer & Meltzer, 1988) documents the following as basic skills: (a) learning to learn; (b) reading, writing, and mathematics; (c) communication; (d) adaptability (creative and critical thinking and problem solving); (e) personal management (self-esteem, goal setting/motivation, and personal/career development); (f) group effectiveness (interpersonal skills, negotiation and teamwork); and (g) influence (organizational effectiveness and leadership).

Learning to learn. Workers must be able to assimilate new information, adapt to new technologies and prepare to be occupationally mobile (Zuga & Lindstrom, 1989). As competition forces American industry into new patterns, workers will be required to shift from position to position and accept changing responsibilities. Workers will be required to absorb, process, and apply new information quickly and effectively (Carnevale et al., 1988; Champagne, 1986).

Increasingly, individuals must have a high level of integrated basic skills -- skills which reinforce each other and can be applied to changing conditions. Students will need integrated basic skills at work and elsewhere to be successful in the future (Chisman, 1989).

The ability to learn new skills is becoming more and more important (Miguel, 1985). People will need new skills in the workplace every two to three years. Learning to acquire new skills gives the worker the ability to adapt (Blai, 1989) and solve problems (Crismore & Mikulecky, 1987). Future workers need to consider education as a continuous process throughout a working lifetime (Ten Recommendations for Improving Secondary Vocational Education, 1985; Champagne, 1986). Learning to learn adds transition skills which provide the ability to move easily from one occupation to another (Patterson, 1985). Learning to learn is the most basic of all skills. It is the key to unlocking future success.

Basic Skills in the New Workplace, continued

Individuals who have this skill can achieve competency in all other skills from basic reading to leadership (Carnevale et al., 1988; Champagne, 1986). Learning to learn proficiency is acquired through experiences within the total educational curriculum (Food-service Subject Matter Update, 1986-87). A program with learning to learn as a priority would include a liberal arts education of reading, literature, writing, mathematics, social studies and science. The program would also emphasize the ability to start, continue and complete tasks within a given time (Patterson, 1985).

Reading, writing, and mathematics. Although the skills required by the workplace of the future are more complex than in previous eras, the ability to read, write and compute are still important. New requirements for reading, writing, and computation go beyond simple functioning. The worker will have to have the capacity to perform in the increased complexity of the workplace (Buskirk, 1988).

Communication. Communication skills reflect how well individuals get along and how effectively they communicate with their peers (Semple, 1987). Communication involves both verbal and nonverbal forms of communication, written expression, comprehension, speaking, listening, conversation giving, receiving instructions, and attending to others in a positive way (Fitzgerald, 1986; Carnevale & Johnston, 1989; Carnevale & Gainer, 1989; Ten Recommendations ..., 1985; Bailey & Novelle, 1989; Carnevale et al., 1988). Generally, people communicate by listening and speaking. People spend a great deal of their day in some form of communication. The average person spends "8.4 percent of their time writing, 13.3 percent reading, 23 percent speaking, and 55 percent listening" (Semple, 1987, p. 11). The ability to express oneself clearly to others and listening carefully and actively are important worker competencies (Patterson, 1985). Success on the job is linked to good communications; only job knowledge ranks higher as a factor in workplace success (Semple, 1987; Welter, 1989; Carnevale et al., 1988).

Although interaction is used frequently in communication, today's employees must also develop the ability to write. Writing, as in speaking, relies on skill abilities in the area of analysis, conceptualization, synthesis and distilling of information. The shift in writing skills is one from long compositions to clear, succinct articulation of points and proposals (Carnevale et al., 1988).

Adaptability (creative and critical thinking and problem solving). As workers become more autonomous within the workplace (Blai, 1989), adaptability becomes more necessary. Creative and critical thinking and problem solving provide a process for making well-considered decisions. Workers will need to have the ability to generate alternatives, project outcomes, assess probabilities and take action and risks (Carnevale et al., 1988).

Problem solving and critical and creative thinking skills include the abilities to plan, analyze, synthesize, evaluate, organize, and manage information (Patterson, 1985), and to set priorities for determining alternatives (Fitzgerald, 1986). Problem solving requires knowledge and understanding of the processes needed to apply knowledge. These skills

Basic Skills in the New Workplace, continued

provide the worker with the ability to detect a problem, find or invent the solutions, choose the most appropriate solutions for the conditions, and track and evaluate results (Crismore & Mikulecky, 1987).

Personal management (self-esteem, goal setting/ motivation and personal/career development). Dramatic changes in the workplace have made personal management an essential skill (Welter, 1989; Carnevale & Gainer, 1989; Berryman, 1988). Workers with these skills have the tools for understanding and expanding their skills inventories, can manage change, and are more productive in their work (Carnevale & Johnston, 1989; Pucel Devogel, & Persico, 1988).

As the workplace continues to change and as workers become more autonomous (Blai, 1989), the need for workers to have a well developed and positive sense of self-esteem becomes critical. Self-esteem allows workers to develop confidence in their ability to do the job and to adjust as conditions change around them. "Key components of self-esteem training include assisting employees to recognize their current skills; being aware of their impact on others; understanding their emotional set points and abilities to cope with stress, change, criticism, and so on; and dealing with their own limits by recognizing the need for and seeking new information to apply to problems and construct solutions" (Carnevale et al., 1988, p.13).

Workers with personal management skills have the awareness of themselves as individuals with talents and abilities which are marketable. They recognize the need for adding to their skill inventory and can be pro-active in dealing with the frustrations of the workplace. This skill becomes increasingly important with the increased complexity and changing demands of the workplace. Lack of these skills is often the root cause of other problems such as errors and absenteeism.

Group effectiveness (interpersonal skills, negotiation and teamwork). Group effectiveness is the ability to work cooperatively with others (Buskirk, 1988; Carnevale & Johnston, 1989). The ability to interact with others effectively is critical when working in teams. It also is essential for service industry occupations which deal with customer complaints (Carnevale & Johnston, 1989).

As industry increases the use of worker teams, skills in group effectiveness become increasingly important (Executive Report of the Jobs for Indiana's Future, 1989). This large category of competencies is composed of interpersonal skills, negotiation, and teamwork. Conflict is a natural condition resulting from individual differences in values and opinions. As workers are placed into more teaming situations, or as downsizing of middle management occurs, the resolution of conflict often falls to the individual worker.

Today, workers must get along with others, deal with pressures to get the job done, follow rules and policies, and have a good work attitude (Fitzgerald, 1986). These skills include such activities as attending to others in a positive way (Fitzgerald, 1986), resolving

Basic Skills in the New Workplace, continued

conflict, managing stress, establishing networks with others (Patterson, 1985), and group interaction (Bailey & Novelle, 1989).

Group effectiveness skills are considered the cornerstones of successful teamwork (Carnevale et al., 1988). Due to the pooling of resources in most industries, workers are being asked to perform a multiplicity of tasks. To perform these tasks workers must have an array of skills that individual or routine jobs do not require (Carnevale et al., 1988). Successful performance in work settings that require autonomous teams depends upon the worker's ability to interact, defuse conflict, and develop a sense of group purpose (Carnevale et al., 1988). Plihal (1989) referred to the ability to reach consensus as the "ideal speech situation" which is "characterized by freedom, equality, and openness" (p. 41).

Influence (organizational effectiveness and leadership). Influence refers to the impact of a member upon an organization. It is made up of organizational effectiveness (the ability to understand how the parts of that organization function together) and leadership (the ability to make one or many of those parts function smoothly). Workers need to have a sense of how their actions affect the ability of the organization to meet its goals (Carnevale & Johnston, 1989).

All organizations have a culture. The culture of the organization and the workers' ability to function within that culture becomes as important as specific job skills held by the worker (Carnevale et al., 1988). Armed with an understanding of what the organization values and how that is operationalized, workers will be able to become fully functioning, productive and empowered members (Carnevale et al., 1988). Once a worker understands the organization's culture, then leadership skills can be used in positive and productive ways. To remain competitive, industry needs its employers to be able to operate within the organization and to assume responsibility and motivate others (Carnevale et al., 1988).

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Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

School Counselor Education

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Project funded by U.S. Department of Education,
Office of Vocational and Adult Education

Project Director: Dr. Brian Cobb
Project Coordinator: Dr. Jaime Stefan

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Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

ABSTRACT

The goal of this project is to *develop, field-test, and disseminate* two sets of preservice curricula to assist educators and counselors to integrate basic academic skills into vocational education. One set of materials will be designed for use by vocational teacher educators, the other will be for school counselor educators.

To *develop* the preservice curricula, a four-step process will be used. First, two Working Group teams of national experts will assist project staff in all phases of the materials development process. The duties of the Working Groups will include identification of competencies, assistance in locating materials, suggestions for field-test sites, recommendations for content of materials, review of materials, and guidance in dissemination processes. The second step will involve the development of two reviews of theoretical and empirical literature — one in vocational teacher education and the other in school counselor education. The third step in the materials development process will be a series of eighteen visitation site reviews — nine reviews of vocational teacher education programs and nine reviews of school counselor education programs. Each of these eighteen sites will undergo a nomination and assessment process to assure that basic academic skills are being integrated, in some way, into its preservice curriculum. Finally, the Working Groups' reviews, literature reviews, and the visitation site review reports will be analyzed to produce the draft sets of preservice curricula. These will be competency-based and organized for individualized instruction with adults and other at-risk groups, as well as with mainstream vocational and counselor education students.

To *field-test* the draft curricula, eighteen other sites will be selected. Project staff will work closely with Field-Site Liaisons to infuse the materials into their ongoing vocational teacher and school counselor education programs. The outcome of this field-test process will be a series of reports suggesting modifications in the content, format, and instructional delivery processes for the materials.

Dissemination of the final versions of these preservice curricula will occur nationwide as a final stage of the project. All visitation and field-test sites will receive final versions of the materials along with every major curriculum clearinghouse or materials dissemination project in education. Information about the materials will be sent to every vocational or industrial teacher education program in the country and to all school counselor education programs nationwide. Manuscripts will be developed describing the project's processes and final materials and will be submitted to major journals in vocational, counselor, industrial, and technology education. Presentations will be made at state, regional, and national conferences in these same professional areas.

For more information about the project, individuals may contact the Project Director, Dr. Brian Cobb, at 303/491-6835, or Project Coordinator, Dr. Jaime Stefan, at 303/491-1124.

WE BELIEVE THAT:

- School counselors should be educators as well as professional counselors.
- School counselor education should be built on a foundation of educational-developmental theory and practice as well as psychological theory.
- School counselor education should promote comprehensive school guidance counseling programs.
- School counselors should be committed to continuous improvement and renewal.
- A comprehensive school guidance and counseling program is delivered through a partnership by counselors, teachers, students, parents, administrators, and the community working together.
- A comprehensive school guidance and counseling program should be evaluated on the basis of student outcomes.
- School counselors should collaborate with all other educational personnel and community-based organizations in advocating educational change which enables all students to succeed in work, family, and school.
- Schools should increase their focus on life skills for work, education and family as equal goals/outcomes.
- Every student is valued, has worth, and can succeed.

MISSION STATEMENT

The mission of this preservice school counselor education curriculum is to empower school counselors to assist students and teachers in the planning, acquisition, and application of the new basic skills necessary for success in work, family, and school.

PERENNIAL PROBLEM

How can comprehensive school guidance and counseling programs contribute to the delivery of the new basic skills?

GOALS

To help school counselors-in-training ...

Meet the educational planning and career planning needs of all students.

Develop an understanding of the skills necessary for success in work, family, and school within a democratic society.

Facilitate student acquisition and application of the new basic skills. Some of these skills can be acquired through didactic-cognitive learning; others demand work-based learning and commitment to learning-by-doing.

Develop comprehensive school guidance and counseling programs.

Value individual planning as a key school counselor role.

Clarify the role and responsibilities of school counselors in school reform.

COUNSELOR EDUCATION

Issues from Literature Review and Site Visitations	Practical Problems
1. What do school counselors need to do to assist all students (including special populations) in educational and employment transitions?	What should be done to help future school counselors facilitate the assessment, guidance and transition of all students, including special populations?
2. What tenets have led to the need for combining academic and vocational education (integrating new basic skills into vocational education)?	What should be done about school counselors' understanding of the tenets associated with the integration of new basic skills in vocational education?
3. What are the various definitions of new basic skills, and how do differing definitions impact curriculum design and content?	What should be done about school counselors' knowledge of the various definitions of new basic skills and their impact on curriculum design and content?
4. What dynamics are changing the workplace as it relates to planning and the new basic skills students need to be successful?	What should be done about school counselor experience/training in order for them to identify the new basic skills necessary to be to be successful in a changing workplace?
5. What are the implications of changing student demographics for planning and new basic skill acquisition?	What should be done about school counselors' knowledge of changing student demographics and the increased needs of youth? How can school counselors better use this information to support students' planning and new basic skill acquisition?
6. What are the issues and problems associated with the development and implementation of a comprehensive guidance and counseling program?	What should be done about transforming school guidance programs from ancillary services to comprehensive guidance and counseling programs?
7. How can school counselors assist all students to develop individual life/career plans?	What should be done about developing, monitoring, and updating individual life/career plans?
8. What do school counselors need to know about school restructuring and how their voice can be heard in local efforts to promulgate educational change?	What should be done about school counselors' understanding of school restructuring and school improvement?
9. How can school counselors influence educational change to better meet the needs of all students?	What should be done about school counselors' knowledge of organizational change so that they can better serve as advocates for student needs in school and community systems?
10. How can school counselors be prepared to be continuously renewed?	What should be done about keeping school counselors professionally current?

COUNSELOR EDUCATION

Learner Outcomes	
1-a.	TLW understand the competencies necessary to meet the self-knowledge, educational-occupational exploration and career planning needs of K-12 students.
b.	TLW understand the staff competencies necessary to provide for the educational and employment transitions of all students.
c.	TLW recognize the adaptations necessary to meet the needs of special populations.
2-a.	TLW identify and describe the major beliefs and tenets promoting the integration of academic and vocational education.
b.	TLW understand the proposed models of integration.
3-a.	TLW identify the new basic skills.
b.	TLW be able to integrate appropriate new basic skills into the comprehensive guidance and counseling program.
c.	TLW possess knowledge, competency, and appreciation of those new basic skills most appropriately learned through didactic instruction as opposed to those best learned through some form of work-based learning.
4-a.	TLW acquire an expertise and interest in keeping current regarding the nature of change in the workplace.
b.	TLW possess an understanding and appreciation of the new basic skills needed for success in the changing workplace.
c.	TLW acquire knowledge, understanding, and appreciation regarding the way in which projections pertaining to the changing workplace are made.
d.	TLW possess a perspective regarding the importance of new basic skills in helping the United States compete in the international marketplace.
5-a.	TLW identify and discuss the societal trends that affect the status of children and describe how they impact student needs.
b.	TLW summarize major emerging needs of students that will affect new basic skills acquisition.
c.	TLW integrate the information about status of children to improve planning and new basic skill acquisition.
6-a.	TLW define the need and develop a definition, philosophy, needs assessment and evaluation for a comprehensive guidance and counseling program.
b.	TLW analyze K-12 comprehensive guidance and counseling programs: Purpose, outcomes and curriculum.
c.	TLW understand concepts and basic tenets of the clinical-psychological model and the educational developmental model and their implications on the school counselor's role.
7-a.	TLW have an understanding of the benefits and components of life/career plans.
b.	TLW understand how components of a comprehensive guidance and counseling program provide support for developing an individual life/career plan.
c.	TLW monitor and update life/career plans.
8-a.	TLW evaluate the literature regarding school restructuring and school improvement in terms of the school day, school year and developmental organization, etc.
b.	TLW evaluate professional literature and information from national and state professional organizations regarding school counselors' roles in restructuring and school improvement.
9-a.	TLW develop strategies for building a broad base of support and ownership for proposed changes.
b.	TLW demonstrate the ability to collect data, organize it in a meaningful way, and communicate it to differing publics to increase support for needed changes.
c.	TLW recognize power and influence sources and analyze stakeholders' concerns in order to affect change.
10-a.	TLW be able to assess their professional needs requisite to functioning effectively in a comprehensive guidance and counseling program.
b.	TLW adopt behaviors necessary for continuous improvement in learning and work performance.
c.	TLW acquire the knowledge and skill to be able to access and use databases for professional renewal.
d.	TLW identify and analyze the best counseling programs and practices and use them to improve counseling and guidance programs.

THE NEW BASIC SKILLS

- **Learning to Learn**
- **Reading, Writing, and Mathematics**
- **Communication**
- **Adaptability:** ***Creative and Critical Thinking, Problem Solving***
- **Personal Management:** ***Self Esteem, Goal Setting/Motivation, Personal/Career Development***
- **Group Effectiveness:** ***Interpersonal Skills, Negotiation, and Teamwork***
- **Influence:** ***Organizational Effectiveness and Leadership***

Adapted from: Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1988). *Workplace basics: The skills employers want.* Alexandria, VA: American Society for Training and Development. (ERIC Document Reproduction Service No. ED 299 462)

Workplace Changes and New Basic Skills

Workplace Changes	New Basic Skills Needed
Self-managed work teams	
Downsizing Fewer layers Fewer managers	
International customers & competitors	
Faster product development time	
Customer & quality service driven	
Continuous organizational change	
Self-managed professional development	
Zero-based defects	
Just-in-time delivery	
Flexible automated manufacturing	

Rich Feller, 1991.

WORKPLACE KNOW-HOW

The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:

COMPETENCIES — Effective workers can productively use:

- **Resources** — allocating time, money, materials, space, and staff;
- **Interpersonal Skills** — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;
- **Information** — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;
- **Systems** — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;
- **Technology** — selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

THE FOUNDATION — competence requires:

- **Basic Skills** — reading, writing, arithmetic and mathematics, speaking, and listening;
- **Thinking Skills** — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning;
- **Personal Qualities** — individual responsibility, self-esteem, sociability, self-management, and integrity.

SCANS Report, 1991.

SCHOOL COUNSELOR EDUCATION

Areas of Emphasis

- Integration of Academic and Vocational Education
- New Basic Skills
- Status of Children
- Changing Workplace
- Comprehensive School Guidance and Counseling Programs
- National Career Development Guideline
- School Restructuring
- Professional Renewal

Visitation Report

1. School counseling in a larger context.
2. Relationship between projects/state department and comprehensive guidance program emphasis.
3. Content/emphasis within programs (1-2 courses)
4. Faculty and student demographics.
5. Curriculum use and acceptance.
6. School restructuring, vocational education, and organizational change.
7. Institutional support/structure.
8. Training materials desired.

MODELS OF INTEGRATION*

Model 1: Incorporating academic competencies into vocational courses

a. Probably simplest form of integration.
b. Relabelling of the informal reinforcement of basic academic skills in vocational classes.
c. Using developed off-the-shelf curriculum materials which identify academic competencies.
d. Academic competencies stressed are generally simple or lower level.
e. Does nothing to change the separation between academic and vocational teachers, programs, and students.
f. Taught by vocational teachers.

Model 2: Combining academic and vocational teachers

a. Academic teachers initiate the teaching of academic competencies in vocational programs.
b. Assigning academic teachers to Area Vocational Center part- or full-time to work with vocational teacher or team teaching.
c. Strength of this model is in collaboration.
d. Presence of academic teacher gives status to academic skills.
e. Most academic content is remedial.

Model 3: Making academic curriculum more vocationally relevant

a. Academic teachers incorporate vocational examples into their courses.
b. More common approach is to introduce specific new courses "applied academics".
c. Sometimes used to substitute for lower level academic courses.
d. Used as electives with no courses dropped form the course offerings.
e. Most popular form of integration.
f. Unless linked to vocational programs and teachers, true integration may not take place.

Model 4: Modifying academic and vocational education — curriculum "alignment"

a. Changes the content of both academic and vocational courses.
b. Coordinates existing teachers and courses.
c. Relies on locally-developed curricula or modified "off-the-shelf" curricula.
d. Incorporates elements from Models 2 and 3.
e. Many teachers use Applied Academic materials.
f. Teacher collaboration and student mixing.
g. Cooperative learning.

Model 5: Academy model

a. Operate as schools within schools.
b. Teacher collaboration.
c. Student groups work with teacher groups.
d. Business, industry relationships.
e. Motivate potential drop-outs.
f. Does not reduce tracking of students.

Model 6: Replacing conventional departments with occupational clusters

a. Replace conventional departments.
b. Departments organized along occupational lines.
c. Career-cluster departments recommends specific course sequence.
d. Promotes teacher collaboration.
e. Reduces "turfism".
f. Expanded Academy Model.
g. Reduces tracking of students.

Model 7: Single-occupation high schools

a. Similar to academies except occupational emphasis is school-wide.
b. Academic instruction is more vocational.
c. Reduces student tracking.
d. Promotes opportunities for teacher collaboration.

Model 8: Electing career paths or occupational majors

a. Maintain conventional academic and vocational departments.
b. Students elect a "career path" to follow.
c. Integrate career-related information into academic subjects.
d. Reduces "curriculum cafeteria" approach.

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* From: Law, D., & Pepple, J. (1990, November).

SCHOOL GUIDANCE HOLDS KEYS TO INTEGRATING THE NEW BASIC SKILLS

by Rich Feller and Joe Daly**
Colorado State University

With the school place restructuring and the global workplace transforming, students still ask their counselors, "Why do I need to take that course?" The counselor's answer in this age of accountability may hold a key not only to the basic skill achievement of the student, but to the future of vocational programs and teachers as well.

What if the counselor's answer reflects misinformation, false expectations or a lack of understanding of the skill levels required of tomorrow's workforce? What if the counselor is uninformed or critical of a class' ability to deliver the basic skills needed to succeed in employment or postsecondary education? Clearly, counselors play a significant role in shaping the future of vocational education and in guiding students in the achievement of the basic skills necessary for their success at home, school, and work. This article, drawing from successful guidance efforts across the nation, and a federal project on planning and integrating basic skills into vocational education at Colorado State University suggest that a new role is emerging for guidance within basic skill achievement and the integration of academic and vocational education.

What have counselors been doing?

Amidst the success, if not simple rhetoric, of educational excellence, what are counselors doing? Most of the national school reform studies do not mention that counselors have long argued for changes in school structure and curriculum championed through the integration of academic and vocational education. Faced with the consequences of students who do not experience a relationship between school and their futures, and with a curriculum unresponsive to the needs of many of these students, counselors are stressing the need for applied learning experiences, attention to learning style differences, career planning and course relevancy.

Counselors recognize that the workplace demands skills that come from a more demanding and focused program of studies. They have learned that debating the merits of vocational education over college prep is both useless and irrelevant. More than ever, students need both vocational and academic competencies if they are to prepare for more than "dead end jobs". Counselors recognize that the skills necessary for lifelong learning and

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successful long-term employment are the same.

While counselors are often criticized for their detachment from vocational programs, they are expected to perform roles as varied as the schools within which they work. Some are advocates for students confronting severe family and social changes, while others are saddled with large amounts of "administrivia". Still others confront substance abuse, suicide, and teen pregnancy as a regular part of the day. With all of this, they work at facilitating quality curriculum choices for all students. While much of this reflection on the demands placed on the school counselor is not new, it does underscore that counselors must clarify the priorities of the guidance program given increased demands and limited resources.

The selling of vocational education

In the past, vocational funding sometimes asked counselors to sell vocational education as an alternative to academics. This may have meant promoting vocational programs insensitive to rapid changes in the economy and the basic skill needs of the workplace. Counselors whose primary concern focused on the career development needs of students more than on enrollment quotas were also caught between parent demands that students complete the seat time in academic courses qualifying them for the state university and decreasing vocational enrollments. Faced with this dilemma and recognizing the need to better educate all students, counselors point out that vocational education is best promoted when vocational and academic education are seen as complementary strategies in learning the skills necessary for student success and not as competing programs of study.

In Pittsburgh, Pennsylvania, schools where the general education track has been removed, Fred Monaco of the Division of Applied Technology and Career Development recalls that "guidance needed to reach all students earlier and more frequently since students no longer could meander through school via the general curriculum." Each student now plans a focused curriculum leading to an academic or applied technology and career development certificate, or both, before they can receive a diploma. With career education infused throughout the curriculum, letters are sent to parents of eighth graders, and all tenth grade students view a video explaining graduation and certificate requirements within a group guidance class. Counselors now find it much easier to promote the merits of Pittsburgh's forty vocational options and how they relate to graduation, the workplace, and postsecondary education. This action, along with other initiatives, has significantly reduced dropout rates.

The new basics

The sophistication of the workplace and home demand skills beyond the 'three R's'. Workplace basics now include skills long promoted within the guidance curriculum and advanced in the career education movement. Process skills (group effectiveness, goal setting, problem solving, etc.) highlighted by ASTD and personal qualities (individual responsibilities, self esteem, sociability, etc.) promoted by the SCANS Report acknowledge that student and worker success depends on more than job-specific training and improved

SAT scores. While "the new basics" are debated and defined, and America 2000's six national education goals lead the reform agenda, the guidance community advanced the National Career Development Guideline Competencies as complementary to the "new basics." Evidence continues to grow, demonstrating that the guidance curriculum teaches some of the basics needed for success in work, school and home as well as promoting the skills and knowledge needed for students to make sound curriculum choices.

Planning course sequences

Increasingly, schools that focus on the achievement of the "new basic skills" recognize the critical role counselors play in helping students plan a demanding sequence of academic and vocational courses which prepares them for both employment and postsecondary education.

Gene Bottoms of the Southern Region Education Board states, "...every counselor knows the courses needed for students planning to go to college, but few can list the vocational and academic courses needed to pursue a technical career in electronics." Bottoms' work suggests that counselors can improve student planning by:

1. rewriting student literature concerning school requirements to reflect a course of study adequate for employment and postsecondary learning;

2. developing programs orienting students, parents, and teachers to the skills needed within the workplace and postsecondary education;

3. providing all students with interest and aptitude assessment annually, no later than the eighth grade, to assist students in planning a meaningful four-year educational plan;

4. encouraging general and vocational students to pursue either a more rigorous academic and vocational program of study, or a more rigorous program of academic studies concentrated in at least one academic field; and

5. finding ways to get academic and vocational teachers to encourage students to take more math, lab science, and higher levels of courses.

New guidance models

Support from the Perkins Act, the National Occupational Information Coordinating Committee, and state and local initiatives worked to address the shortcomings of career guidance and the limited assistance received in planning a coherent and challenging program of vocational and academic studies. Counselors and resources most often responded to students who knew they had career needs. Without a developmental program focus, most students had little counselor contact. Attention to the "forgotten half", the "neglected majority", and acknowledgement that school to work transition programs were rated last in

the industrial world highlighted the need for outcome based comprehensive guidance programs.

In order to positively impact the total student body, a comprehensive developmental guidance program with a sound guidance curriculum that enhances career development knowledge, skills, and abilities must be in place.

As Counselor Russ Walling suggests, the National Guidelines led to Neptune, New Jersey's development of the state model career development curriculum. "We used the Guidelines to identify the competencies needed by all middle and high school students before developing lesson plans for each grade level. In the sixth through eighth grades, the guidance program focuses on the importance of a positive self concept, acquainting students with the world of work and emphasizing the importance of planning for their future." (photo forthcoming.)

In Delta County, Colorado, where a nationally-recognized technology-based education program has been developed, counselors utilized the National Career Development Guideline Competencies and computer technology within each of their four high schools to produce a nine-module self-directed career development experience (see attached hypercard screen to be used as a picture) as part of the districtwide comprehensive guidance program. Using hypercard, the Discover career information delivery system, a laser disc player, and computer, all freshmen create a career development plan, explore three out of a possible 12,000 vocational options, and access listings to postsecondary schools nationwide. Students also complete "Attributes to Employability", an interactive laser disc program, a computerized job application, write a resume, and maintain their progress and grades.

Integration's true test

As Jeanne Bleuer says, "The school counselor is foremost an educator supporting students in their progress through school and serving as a crucial resource for the academic program." We suggest that the integration of vocational and academic education is crucial to students' achieving the new basic skills.

Fortunately, competency-based comprehensive guidance programs that lead to planning which supports a demanding and focused program of study can provide the important keys to basic skill achievement and success in the workplace, home, and postsecondary education.

Excerpt from: Planning and Integrating Basic Skills into Vocational Teacher Education, U.S. Department of Education / Colorado State University; *Vocational Teacher Education Review of Literature*, by Betty Grant, Gene Gloeckner, and Cathy Love; June, 1991.

Basic Skills in the New Workplace

The term "basic skills" has different meanings for different people (Dunn, 1988). It often has political currency (Miguel, 1985) with employers utilizing the term loosely. Basic skills are often defined as skills that were once referred to as the academic skills of reading, writing, and arithmetic (Dunn, 1988; Applying the Academics ..., 1989; Miguel, 1985; Owens, 1989; Strumpf, 1986; Pritz, 1988; Lee, 1988). In addition to the previously used academic definition, basic skills are also now cited as those social competencies such as the ability to balance a checkbook or read safety instructions (Dunn, 1988). Other uses of the term "basic skills" include the work attitudes found in successful workers, such as being dependable, responsible, coming to work on time and being able to get along well with co-workers (Semple, 1987).

The literature reviewed is filled with reports describing a whole new set of skills now considered to be basic. A major study by the United States Department of Labor and the American Society of Training and Development (Carnevale, Gainer & Meltzer, 1988) documents the following as basic skills: (a) learning to learn; (b) reading, writing, and mathematics; (c) communication; (d) adaptability (creative and critical thinking and problem solving); (e) personal management (self-esteem, goal setting/motivation, and personal/career development); (f) group effectiveness (interpersonal skills, negotiation and teamwork); and (g) influence (organizational effectiveness and leadership).

Learning to learn. Workers must be able to assimilate new information, adapt to new technologies and prepare to be occupationally mobile (Zuga & Lindstrom, 1989). As competition forces American industry into new patterns, workers will be required to shift from position to position and accept changing responsibilities. Workers will be required to absorb, process, and apply new information quickly and effectively (Carnevale et al., 1988; Champagne, 1986).

Increasingly, individuals must have a high level of integrated basic skills -- skills which reinforce each other and can be applied to changing conditions. Students will need integrated basic skills at work and elsewhere to be successful in the future (Chisman, 1989).

The ability to learn new skills is becoming more and more important (Miguel, 1985). People will need new skills in the workplace every two to three years. Learning to acquire new skills gives the worker the ability to adapt (Blai, 1989) and solve problems (Crismore & Mikulecky, 1987). Future workers need to consider education as a continuous process throughout a working lifetime (Ten Recommendations for Improving Secondary Vocational Education, 1985; Champagne, 1986). Learning to learn adds transition skills which provide the ability to move easily from one occupation to another (Patterson, 1985). Learning to learn is the most basic of all skills. It is the key to unlocking future success.

Individuals who have this skill can achieve competency in all other skills from basic reading to leadership (Carnevale et al., 1988; Champagne, 1986). Learning to learn proficiency is acquired through experiences within the total educational curriculum (Food-service Subject Matter Update, 1986-87). A program with learning to learn as a priority would include a liberal arts education of reading, literature, writing, mathematics, social studies and science. The program would also emphasize the ability to start, continue and complete tasks within a given time (Patterson, 1985).

Reading, writing, and mathematics. Although the skills required by the workplace of the future are more complex than in previous eras, the ability to read, write and compute are still important. New requirements for reading, writing, and computation go beyond simple functioning. The worker will have to have the capacity to perform in the increased complexity of the workplace (Buskirk, 1988).

Communication. Communication skills reflect how well individuals get along and how effectively they communicate with their peers (Semple, 1987). Communication involves both verbal and nonverbal forms of communication, written expression, comprehension, speaking, listening, conversation giving, receiving instructions, and attending to others in a positive way (Fitzgerald, 1986; Carnevale & Johnston, 1989; Carnevale & Gainer, 1989; Ten Recommendations ..., 1985; Bailey & Novelle, 1989; Carnevale et al., 1988). Generally, people communicate by listening and speaking. People spend a great deal of their day in some form of communication. The average person spends "8.4 percent of their time writing, 13.3 percent reading, 23 percent speaking, and 55 percent listening" (Semple, 1987, p. 11). The ability to express oneself clearly to others and listening carefully and actively are important worker competencies (Patterson, 1985). Success on the job is linked to good communications; only job knowledge ranks higher as a factor in workplace success (Semple, 1987; Welter, 1989; Carnevale et al., 1988).

Although interaction is used frequently in communication, today's employees must also develop the ability to write. Writing, as in speaking, relies on skill abilities in the area of analysis, conceptualization, synthesis and distilling of information. The shift in writing skills is one from long compositions to clear, succinct articulation of points and proposals (Carnevale et al., 1988).

Adaptability (creative and critical thinking and problem solving). As workers become more autonomous within the workplace (Blai, 1989), adaptability becomes more necessary. Creative and critical thinking and problem solving provide a process for making well-considered decisions. Workers will need to have the ability to generate alternatives, project outcomes, assess probabilities and take action and risks (Carnevale et al., 1988).

Problem solving and critical and creative thinking skills include the abilities to plan, analyze, synthesize, evaluate, organize, and manage information (Patterson, 1985), and to set priorities for determining alternatives (Fitzgerald, 1986). Problem solving requires

knowledge and understanding of the processes needed to apply knowledge. These skills provide the worker with the ability to detect a problem, find or invent the solutions, choose the most appropriate solutions for the conditions, and track and evaluate results (Crismore & Mikulecky, 1987).

Personal management (self-esteem, goal setting/ motivation and personal/career development). Dramatic changes in the workplace have made personal management an essential skill (Welter, 1989; Carnevale & Gainer, 1989; Berryman, 1988). Workers with these skills have the tools for understanding and expanding their skills inventories, can manage change, and are more productive in their work (Carnevale & Johnston, 1989; Pucel Devogel, & Persico, 1988).

As the workplace continues to change and as workers become more autonomous (Blai, 1989), the need for workers to have a well developed and positive sense of self-esteem becomes critical. Self-esteem allows workers to develop confidence in their ability to do the job and to adjust as conditions change around them. "Key components of self-esteem training include assisting employees to recognize their current skills; being aware of their impact on others; understanding their emotional set points and abilities to cope with stress, change, criticism, and so on; and dealing with their own limits by recognizing the need for and seeking new information to apply to problems and construct solutions" (Carnevale et al., 1988, p.13).

Workers with personal management skills have the awareness of themselves as individuals with talents and abilities which are marketable. They recognize the need for adding to their skill inventory and can be pro-active in dealing with the frustrations of the workplace. This skill becomes increasingly important with the increased complexity and changing demands of the workplace. Lack of these skills is often the root cause of other problems such as errors and absenteeism.

Group effectiveness (interpersonal skills, negotiation and teamwork). Group effectiveness is the ability to work cooperatively with others (Buskirk, 1988; Carnevale & Johnston, 1989). The ability to interact with others effectively is critical when working in teams. It also is essential for service industry occupations which deal with customer complaints (Carnevale & Johnston, 1989).

As industry increases the use of worker teams, skills in group effectiveness become increasingly important (Executive Report of the Jobs for Indiana's Future, 1989). This large category of competencies is composed of interpersonal skills, negotiation, and teamwork. Conflict is a natural condition resulting from individual differences in values and opinions. As workers are placed into more teaming situations, or as downsizing of middle management occurs, the resolution of conflict often falls to the individual worker.

Today, workers must get along with others, deal with pressures to get the job done, follow rules and policies, and have a good work attitude (Fitzgerald, 1986). These skills

include such activities as attending to others in a positive way (Fitzgerald, 1986), resolving conflict, managing stress, establishing networks with others (Patterson, 1985), and group interaction (Bailey & Novelle, 1989).

Group effectiveness skills are considered the cornerstones of successful teamwork (Carnevale et al., 1988). Due to the pooling of resources in most industries, workers are being asked to perform a multiplicity of tasks. To perform these tasks workers must have an array of skills that individual or routine jobs do not require (Carnevale et al., 1988). Successful performance in work settings that require autonomous teams depends upon the worker's ability to interact, defuse conflict, and develop a sense of group purpose (Carnevale et al., 1988). Plihal (1989) referred to the ability to reach consensus as the "ideal speech situation" which is "characterized by freedom, equality, and openness" (p. 41).

Influence (organizational effectiveness and leadership). Influence refers to the impact of a member upon an organization. It is made up of organizational effectiveness (the ability to understand how the parts of that organization function together) and leadership (the ability to make one or many of those parts function smoothly). Workers need to have a sense of how their actions affect the ability of the organization to meet its goals (Carnevale & Johnston, 1989).

All organizations have a culture. The culture of the organization and the workers' ability to function within that culture becomes as important as specific job skills held by the worker (Carnevale et al., 1988). Armed with an understanding of what the organization values and how that is operationalized, workers will be able to become fully functioning, productive and empowered members (Carnevale et al., 1988). Once a worker understands the organization's culture, then leadership skills can be used in positive and productive ways. To remain competitive, industry needs its employers to be able to operate within the organization and to assume responsibility and motivate others (Carnevale et al., 1988).

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Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

FIELD TEST SITE ORIENTATION

Sylvan Dale Ranch, Colorado
August 23-25, 1991

FRIDAY — **AUGUST 23, 1991**

1:30 - 3:00	Lunch; Introduction of Participants — *Nancy Hartley*
3:15 - 4:15	Introduction — *Brian Cobb* Agenda Overview of Project Role of Field Test Sites
4:30 - 5:30	Overview of Curricula, Literature Reviews, Site Visitations Counselor Education — *Joe Daly, Rich Feller* Teacher Education — *Gene Gloeckner, Cathy Love*
7:00	Dinner

SATURDAY — **AUGUST 24, 1991**

7:00 - 8:00	Breakfast
8:30 - 9:00	Overview of Day; Expected Outcomes — *Jaime Stefan*
9:00 - 10:00	Materials Review Counselor Education — *Joe Daly, Rich Feller* Teacher Education — *Gene Gloeckner, Cathy Love*
10:15 - 10:30	Break
10:30 - 12:00	Materials Review, continued
12:00 - 1:30	Lunch
1:30 - 2:45	Materials Review, continued
2:45 - 3:00	Break
3:00 - 4:00	Materials Review, continued
4:00 - 4:30	Field Test Matrix
6:00 - 7:30	Dinner
7:30 - 9:00	Master Field Test Schedule — *Brian Cobb* Schedule Meeting Times with Project Staff

SUNDAY — **AUGUST 25, 1991**

7:00 - 8:00	Breakfast
8:00 - 10:30	Action Plan Development — *Brian Cobb*
10:30	Adjourn

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

FIELD TEST SITES

TEACHER EDUCATION

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Nelson, Barbara — SOES, CSU 303/491-1807

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

FIELD TEST SITES

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APPENDIX I

Final Field-Test Site Plans

Integrating Basic Skills into
Vocational Teacher and Counselor Education Curricula

FIELD TEST PLAN
Teacher Education

I. PURPOSE

The purpose of field testing is to systematically evaluate the utility and propriety curriculum materials. Project staff is contracted to field test materials in a preservice setting.

II. APPLICATION/NOMINATION

A "site" is a university or college with a pre-service vocational teacher education program. Pre-service programs may apply or be nominated for participation in field testing. Nine teacher education programs will be chosen for participation. Applicants/Nominees must complete an application form. Applications are due *May 12, 1991.*

III. FIELD TEST SITES SELECTION CRITERIA

Sites will be chosen based on geographical location and student diversity, number of vocational programs, number of students served, type of institution, and willingness to participate in the project.

IV. COMMITMENT TO PARTICIPATE IN FIELD TESTING

All field test site applications will be reviewed by project staff and approved by the Office of Vocational and Adult Education. A stratified sample of institutions meeting the selection criteria will be chosen to participate in field testing. Institutions selected will be notified in writing by May 24, 1991.

The selected pre-service institutions must identify a field test site coordinator and complete an "Intent to Participate" form. A teacher education team member will be designated to coordinate field test activities. A list of field test sites will be developed by May 22, 1991.

V. PROCEDURES FOR FIELD TESTING

Site coordinators from selected sites will attend a two-day orientation at Colorado State University in late August. The purpose of the orientation training is to review materials and to discuss the coordinator's role in planning, use and evaluation of the modules. Project staff will work with field site coordinators to develop a realistic schedule to field test materials. Field testing must begin no later than October 1, 1991, and be completed by November 15, 1991. Results must be submitted in writing to project staff by November 22, 1991. Data collection procedures will be discussed, including data collection documents.

VI. FIELD TEST PLANNING AND IMPLEMENTATION

Project staff will work with field site coordinators to develop a realistic schedule and time lines to field test materials. All sites will evaluate materials based on content, usability, effectiveness, and generalizability. Site coordinators will be asked to keep a log of specific problems that occur during field testing. Project staff will visit each site during the actual field testing. Visits will be arranged with site coordinators.

VII. EVALUATION

Project staff will collect, review, and analyze field test data. Members of the teacher education working group will be asked to review the final draft materials. Materials will be edited and revised based on evaluation and feedback obtained during field testing.

VIII. SUMMARY OF FIELD TEST

Each field test site will receive a complete set of materials for participating in the project. Field test site coordinators will receive a total of $800 to coordinate field test activities and data collection. Expenses to attend the two-day field test orientation session at Colorado State University will be reimbursed.

Integrating Basic Skills into
Vocational Teacher and Counselor Education Curricula

FIELD TEST SITE
TEACHER EDUCATION APPLICATION

NAME:

ADDRESS:

PHONE:

FAX:

---

1. INSTITUTIONAL SETTING
   - ____ Public land grant
   - ____ Public state institution
   - ____ Private institution

2. LOCATION
   - ____ Rural
   - ____ Urban
   - ____ Suburban

3. NAME OF COLLEGE _____

4. SIZE OF INSTITUTION
   - ____ less than 5,000 students
   - ____ 5,000-10,000 students
   - ____ 10,000 - 15,000 students
   - ____ over 15,000 students

5. UNDERGRADUATE CERTIFICATION - (please check all that apply)
   - ____ Agriculture Education
   - ____ Business Education
   - ____ Health Occupations Education
   - ____ Home Economics Education
   - ____ Marketing Education
   - ____ Special Needs Education
   - ____ Technology Education
   - ____ Trade and Industrial Education

6. DEGREE PROGRAMS

____ BA/BS in _____

____ Master's in _____

7. ETHNIC REPRESENTATION OF STUDENTS IN VOCATIONAL TEACHER EDUCATION

____ less than 20% minorities
____ 20 - 40% minorities
____ over 40% minorities

8. In which pre-service courses would you infuse materials?

I am willing to coordinate field testing at my institution during fall semester, 1991.

. . . . . .
Site Coordinator

Integrating Basic Skills into
Vocational Teacher and Counselor Education Curricula

FIELD TEST PLAN
Counselor Education

I. PURPOSE

The new Perkins Legislation requires the integration of basic skills into vocational education. We are contracted to develop and field test school counselor training curriculum materials in a preservice setting.

II. APPLICATION/NOMINATION

A "site" is a university or college with a pre-service school counselor program. Pre-service programs may apply or be nominated for participation in field testing. Nine school counselor education programs will be chosen for participation. Applicants / Nominees must complete an application form and submit by May 12, 1991.

III. FIELD TEST SITES SELECTION CRITERIA

Sites will be chosen based on geographical and student representation, number of core courses related to career development, practica and internship experience, number and diversity of students served, type of institution, and willingness to participate in the project.

IV. COMMITMENT TO PARTICIPATE IN FIELD TESTING

All field test site applications will be reviewed by project staff and approved by the U.S. Department of Education. A stratified sample of institutions meeting the selection criteria will be chosen to participate in field testing. Sites will be notified in writing by May 24, 1991.

The selected pre-service institutions must identify a field test site coordinator and complete the "Intent to Participate Agreement". A counselor education team member will be designated to coordinate field test activities. A list of field test sites will be developed by May 22, 1991.

V. PROCEDURES FOR FIELD TESTING

Site coordinators from selected sites will attend a two-day orientation at Colorado State University in late August. The purpose of the orientation training is to review materials and to discuss the coordinator's role in planning, use and evaluation of the modules. Project staff will work with field site coordinators to develop a realistic schedule to field test materials. Field testing must begin no later than October 1, 1991, and be completed by November 15, 1991. Results must be submitted in writing to project staff by November 22, 1991. Data collection procedures will be discussed, including data collection documents.

VI. FIELD TEST PLANNING AND IMPLEMENTATION

Project staff will work with field site coordinators to develop a realistic schedule and time lines to field test materials. All sites will evaluate materials based on content, usability, effectiveness, and generalizability. Site coordinators will be asked to keep a log of specific problems that occur during field testing. Project staff will visit each site during the actual field testing. Visits will be arranged with site coordinators.

VII. EVALUATION

Project staff will collect, review, and analyze field test data. Materials will be edited and revised based on evaluation and feedback obtained during field testing.

VIII. SUMMARY OF FIELD TEST

Members of the counselor education working group will be asked to review the final draft materials. Each site will receive a complete set of the school counselor education materials for participating in the project. In addition, *field test site coordinators will receive a total of $800* to complete field test activities and data collection. Expenses to attend the two-day field test orientation session at Colorado State University will be reimbursed.

Integrating Basic Skills into
Vocational Teacher and Counselor Education Curricula

FIELD TEST SITE
COUNSELOR EDUCATION APPLICATION

NAME:

ADDRESS:

PHONE:

FAX:

---

1. INSTITUTIONAL SETTING
   - ___ Public land grant
   - ___ Public state institution
   - ___ Private institution

2. LOCATION
   - ___ Rural
   - ___ Urban
   - ___ Suburban

3. SIZE OF INSTITUTION
   - ___ less than 5,000 students
   - ___ 5,000-10,000 students
   - ___ 10,000 - 15,000 students
   - ___ over 15,000 students

4. TYPE OF PROGRAMS (Check all that apply)	M.S.	M.A.	M.E.	ED.S.	Ph.D.
School Counselor Program					
Career Development Counseling Program					
Agency Counseling					
Mental Health					
Other: (please list) _____	___	___	___	___	___
_____	___	___	___	___	___

5. GRADUATE PROGRAMS

___ Master's in _____

___ Ph.D. or Ed.D. in _____

6. ETHNIC REPRESENTATION OF STUDENTS

___ less than 20% minorities
___ 20 - 40% minorities
___ over 40% minorities

7. List the career courses and practica in the school counseling program

8. In which school counselor education course(s) might you infuse integration of basic skills materials?

I am willing to coordinate field testing at my institution during fall semester, 1991.

. . . . . .
(signature)

APPENDIX J

Final Field-Test Sites

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

FIELD TEST SITES

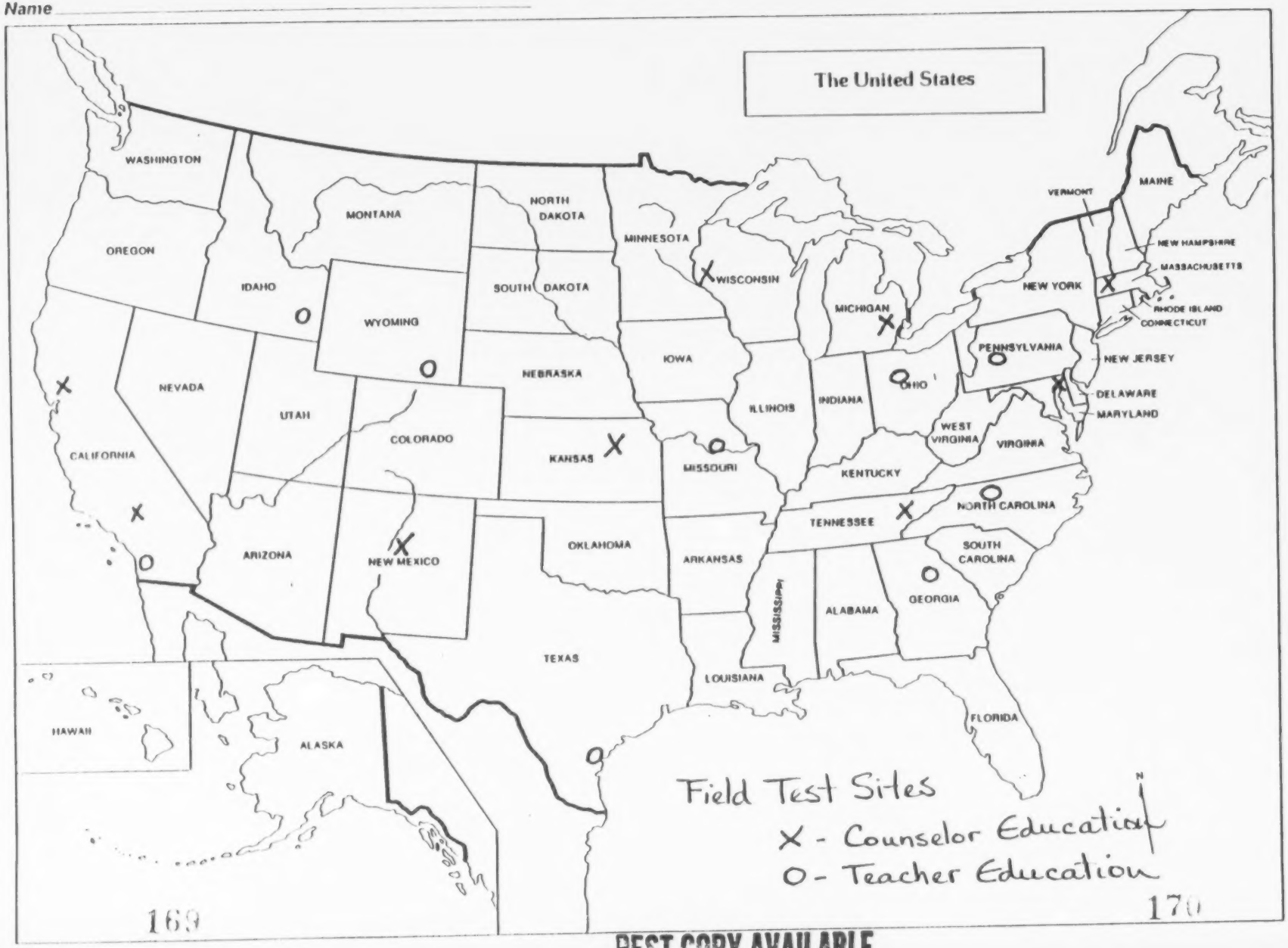
COUNSELOR EDUCATION

Institution Name	Institutional Setting	Location	Institution Size	Ethnic Mix
California State University - San Bernardino	public state	urban		20-40%
Kansas State University, KS	public land	rural	15K+	< 20%
Loyola College, MD	private	urban	5-10K	± 20%
Oakland University	public state	suburban	10-15K	<20%
Sonoma State University, CA	public state	rural	5-10K	<20%
University of Tennessee, TN	public land	urban	15K+	< 20%
University of Wisconsin - Stout	public state	rural	5-10K	<20%
University of New Mexico	public state	urban	>15K	20-40%
University of Massachusetts	public land	suburban	>15K	20-21%

TEACHER EDUCATION

Institution Name	Institution Setting	Location	Institution Size	Ethnic Mix
California State University - Long Beach	public land	urban	>15K	20-40%
Corpus Christi State University	public state	urban	< 5K	> 40%
Idaho State University	public state	rural	10-15K	± 20%
Indiana University of Pennsylvania	public state	rural	10-15K	<20%
North Carolina Central University	public state	urban	5-10K	> 40%
Ohio State University	public land	urban	>15K	<20%
University of Georgia	public land		>15K	< 20%
University of Missouri	public land	urban	>15K	< 20%
University of Wyoming	public land		10-15K	< 20%

Name _____



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Outline Map 7

APPENDIX K

Field-Test Site by Lesson matrices

VOCATIONAL TEACHER EDUCATION
Field Test Matrix, 1991 — 1992

LESSONS	Cal State Univ. - Long Beach		Corpus Christi State Univ.		Idaho State University		Indiana Univ. of Pennsylvania		N Carolina Central Univ.		Ohio State University		University of Georgia		University of Wyoming		University of Missouri	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1 Definition of Basic Skills					11/1	1/15			9/23				10/1					
2 Definition of Integration			10/24			1/15							10/1					
3 Affective						1/15		1/15	11/11				10/1					
4 Social Conditions of Youth in American Schools					11/1	1/15	11/1						10/1					
5 School Reform					11/1	1/15							10/15			2/1	10/15	X
6 Rules, Roles, and Relationships					11/1	1/15							10/15			2/1		
7 Dynamics of Change	10/26		10/24			1/15							10/15					
8 Student Teacher Expectations			10/29	2/25		1/15							10/15					
9 Learning Styles					?	1/15			11/11				10/15			2/1		
10 Life Long Professional Development	11/16					1/15			10/11, 11/18		11/20							
11 Keys to Integration					11/1	1/15							10/15			2/1		
12 Partnerships	11/23					1/15			10/1									
13 Special Populations					11/1	1/15							10/15				10/15	X
14 Teaching the Adult Learner					11/1	1/15		2/1			11/15							
15 The Curriculum Challenge					*	1/15					11/15, 11/30		10/15				10/15	X
16 Education Culture			10/30	2/24		1/15							10/15					
17 Balancing the Equation of Family, Education and Work					11/1	1/15				1/21			10/1				10/17	X

* Not listed on Action Plan. Need Verification

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SCHOOL COUNSELOR EDUCATION
FIELD TEST MATRIX, 1991 - 1992

ISSUES	SONOMA		U MASS		UW - STOUT		KSU		UT		CS - SB		LOYOLA		NEW MEX		OAKLAND	
	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act	Lessons	Ind Rep Act
1. What do school counselors need to do to assist all students (including special populations) in educational and employment transitions?			F								W				F		W	
2. What tenets have led to the need for combining academic and vocational education (integrating new basic skills into vocational education)?									S								W	
3. What are the various definitions of new basic skills, and how do differing definitions impact curriculum design and content?					S				S									
4. What dynamics are changing the workplace as it relates to planning and the new basic skills students need to be successful?							F		S				S					
5. What are the implications of changing student demographics for planning and new basic skill acquisition?	F		F				F						S					
6. What are the issues and problems associated with the development and implementation of a comprehensive guidance and counseling program?															S		W	
7. How can school counselors assist all students to develop individual life/career plans?											W				S			
8. What do school counselors need to know about school restructuring, and how can their voice be heard in local efforts to promulgate educational change?									S						S			
9. How can school counselors influence educational change to better meet the needs of all students?	S				S						W							
10. How can school counselors be prepared to be continuously renewed?	S												S				W	

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APPENDIX L

Sample Field-Test Site Evaluation Instruments

LESSON EVALUATION - INSTRUCTOR

Date: _____ **Name of Class:** _____

Lesson Number: _____

Instructor Name: _____

Directions: Please fill out this evaluation as quickly as possible upon completing the activities associated with this lesson. This evaluation information will be used in conjunction with lesson evaluations from your students to provide the best ideas on how to revise the materials. **We thank you in advance for taking the time necessary to help us with this curriculum revision process**.

Directions: Please write in answers to each of the questions as completely as you can. Give specific examples to reinforce your opinion.

Section I: Context of the Field-Testing Environment

1. Briefly describe the conditions of the field-testing environment (e.g. name of course, number and level of students, number of credits for the course, chronological placement of the materials into the sequence of the course, etc.).

2. Based on your experience in using this lesson, please comment on the most desirable training context or future uses in which we might recommend the lesson to others. Several contextual considerations are listed below, but feel free to add others.

   a. What types of students might best benefit from the content of this curriculum?

Section I: Context of the Field-Testing Environment (continued)

b. In what type(s) of classes, and at what point in the class(es) does the lesson seem to fit best?

c. How might the lesson be used for in-service purposes, and what would have to change to make it most useful?

d. Other considerations

Section II: Lesson Components

In this section, we are asking for your opinions about the wording, clarity of purpose, and overall quality of the individual components.

1. Practical Problem:

Section II: Lesson Components (continued)

2. Justification of the Lesson

3. Learner Outcome

4. Instructor Resources, including overheads, reading materials, handouts, etc.

5. Teaching Strategy Modeled in the Lesson

6. Content, Process, Application, and New Basic Skills Objectives

7. Materials Required for the Lesson

Section II: Lesson Components (continued)

8. Lesson Plan

9. Debriefing Strategies

10. Evaluation Options

Section III: General Questions about Lesson

1. How well does the sequencing of the lesson appear to work?

2. How important do you feel the content of this lesson is, relative to the other content you are using in your other coursework? In other words, is this content important enough to keep, given that it is difficult to expect preservice teachers to add new content to an already overcrowded curriculum?

3. How could the content of the lesson could be individualized?

4. In which of your other classes could this lesson content fit appropriately? Please let us know those classes by content area, and in which of these classes you think the lesson content is most appropriately delivered.

Section III: General Questions about Lesson (continued)

5. Can you think of any other ways the lesson content can be incorporated into student teaching or fieldwork experiences? If so, how?

6. What were the 2 - 3 most beneficial components of this lesson, from both the perspectives of the students and yourself?

   Students:

   Yourself:

7. What were the 2 - 3 most problematic aspects of this lesson, again from both the perspective of the students and yourself?

   Students:

   Yourself:

Section IV: General Questions about Entire Curriculum

1. How helpful was it to point out to students the new basic skills they were learning as a part of the process of the lesson?

2. How valuable was the debriefing process in the lessons?

3. How valuable did you find the process of using yourself as a role model of the teaching strategies you are imparting to your students for them to use when they begin teaching in the schools?

4. Our curriculum processes require students to become much more active participants in the teaching, as well as the learning, process. What did you think of this approach to curriculum?

Section IV: General Questions about Entire Curriculum (continued)

5. What do you think of the overall sequence and organization of the entire curriculum? How would you reorganize it, if at all?

6. Can you think of any lessons in which the teaching strategy which was used would be particularly useful in other lessons? If so, which strategies, and in which other lessons?

7. Of all the lessons you field-tested, which were the one(s) that you would recommend are absolutely essential that they be kept in the overall curriculum? Why?

8. If we had to cut out a few lessons, which would be the one(s) that you would recommend are the most expendable? Why?

Section IV: General Questions about Entire Curriculum (continued)

9. What is your opinion of the curriculum model we have selected? How does it compare with more traditional curriculum models you have used in the past?

10. If you had to make one recommendation to us about revisions to the overall curriculum as we sit down and look at all of the field-test data, what would it be?

11. If you picked up this lesson for the first time, what additional instruction would you need to implement the materials?

12. Additional Comments?

APPENDIX M

Final Field-Test Report

PLANNING AND INTEGRATING BASIC VOCATIONAL SKILLS INTO VOCATIONAL TEACHER AND COUNSELOR EDUCATION CURRICULUM

FINAL FIELD TEST REPORT

NANCY HARTLEY
Project Coordinator
School of Occupational and Educational Studies
Colorado State University
June 30, 1992

FINAL FIELD TEST REPORT

Introduction

This field test report comprises an overview of the field test plan, procedures for field testing, a matrix of vocational teacher education and counselor education field test sites, and a matrix of field test comments and changes made based on field test.

Field Test Plan

Nine vocational education and nine counselor education field test sites were selected based on an application/nomination process. A site was defined as a university or college with a preservice vocational education program or a preservice school counselor program.

Field test sites were chosen based on geographical location, diversity of population, number of vocational programs, number of core courses related to career development or school counseling, number of students served, type of institution, and willingness to participate in the project. All field test site applications were reviewed by project staff and approved by the U.S. Department of Education. A stratified sample of institutions who met the selection criteria were chosen to participate in field testing. See Appendix A for a list of field test sites.

Institutions of higher education selected were asked to identify a field test site coordinator and complete an intent to participate agreement. Site coordinators were asked to attend a two-day orientation at Colorado State University.

Site Orientation Of Field Test Coordinator

Field test orientation for site coordinators was held August 23-25 at Colorado State University. The purpose of the orientation training was to review proposed curriculum materials and to discuss the coordinators role in planning, use and evaluation of the materials. Project staff worked with field test coordinators to develop a realistic schedule to field test materials. Project staff felt the decision to include an on-campus orientation for the field test coordinators facilitated communication regarding the need to change preservice curricula. Site coordinators invariably commented on the importance of this orientation in beginning the change process at their own institution and understanding the purpose and intent of the proposed curricula. Orientation allowed site coordinators to get to know each other, to share ideas and information on how the curriculum could be used and to hear about the entire project including information gleaned from the review of literature and information collected from the university site visitations. Creating a context for the use of the materials in this manner allowed faculty to begin to explore their attitudes and values around

preservice teacher education and counselor education curriculum and to personally question what should be taught at the preservice level related to the integration of basic skills into vocational teacher education and counselor education curriculum. This process also allowed field test coordinators to see and understand the teaching models being demonstrated and review the prototype for the materials that were to be field tested.

Outcomes achieved:

1. Development of trust and open communication between project staff and field site coordinators.
2. Discussion of the project goals and objectives including the "belief" statements. Time spent discussing the mission goals and beliefs on which the project was based helped solidify "buy-in" from field test coordinators and also allowed coordinators to review and try out these materials in a safe environment. Sessions included discussion of the issues, practical problems and learner outcomes which were driving the curriculum.
3. Review a prototype lesson so they could ask questions, process information and offer feedback to project staff before actual field testing began.
4. Discussion as to how the curriculum could be individualized and the context in which the curricula could be utilized on their campuses.

5. Identification of lessons to be field tested at each institutions and within which courses.

6. Development of a schedule to complete the field testing.

Field Test Planning and Implementation

Project staff worked with field test site coordinators to develop a realistic schedule and timeline to field test materials. Given that site coordinators did not receive the materials until August, 1991, they requested greater flexibility to field test curriculum materials during either fall or spring semester. All sites were asked to evaluate materials based on content, usability, effectiveness, and generalizability. Site coordinators were asked to keep a log of specific problems that occurred during field testing. Project staff visited each site during the actual field testing and collected information that was later utilized to revise curriculum materials. See Appendix B for Matrix of field test plan.

In summary, the orientation session allowed project staff to try out the materials and teaching methods with field test coordinators. Project staff modeled teaching methods and higher order thinking skills which were described in the teacher preparation curricula. Our staff are convinced that without this effort field testing would have been more costly and that communication over the phone regarding testing, visitation schedule, and logistics would have been much more difficult. In addition, the orientation allowed for greater continuity of evaluation

and understanding of field test materials. We feel that the training provided during the orientation increased field test coordinators acceptance of and regard for the need to change/revise curricula in higher education.

Field Test Review

The following matrices summarize comments received during field testing and changes made to curriculum based on information received during field testing. All information collected was utilized to revise and enhance final curriculum materials. Comments collected from field test visitations indicated enthusiastic of support for both preservice curriculums.

FIELD TESTING - TEACHER EDUCATION

Lesson	Comments	Changes Made
1. Definitions	Time constraints confusing: Can they be followed, or are they guidelines? Instructor preparation prior to delivery of these materials is essential. Large groups are problematic - reporting of discussions best part but takes too long/not enough time allowed. Lesson works on multi-levels; student as teacher, as well as teacher as student.	Eliminated time constraint. Made time allocation an instructor option. Changed reporting method of groups - each group gives one basic skill until ideas are exhausted. Changed title of lesson to Conceptualizing Basic Skills.
2. Models of Integration	Expert Sheets: Students want more duplicates to use as study guides. Eliminate or change supporting article. Is learner outcome used to introduce integration or to evaluate integration? Students want to know in advance how they are being tested; instructor wants key to test. Jigsaw generated enthusiasm but directions are confusing.	The article was eliminated and expert sheets were expanded. An excerpt from the review of literature on models of integration was added. Developed key to test for instructors. Learning outcome was rewritten and directions were clarified.
3. Affective Domain	Tobacco Task: Students got so involved that they lost focus of the lesson - created learning interference. This is a value loaded issue in Southern crop growing states. Directions for this lesson need to be clearer. Clarify tabulation methods for scores at end of tobacco task. Add questions for small group discussion in debriefing.	Directions were clarified for Tobacco Task. Gave instructions for limiting discussion of Tobacco Task. Small group discussion questions were added. Used the revised tabulation sheet from Phi Delta Kappa.
4. Social Conditions of Youth	Lessons powerful and valuable. Article too long although content was good. Add a question to the debriefing that asks students to predict the future. Brainstorming model handout would improve Taba Induction. Categories of objectives/headings confusing/inconsistent. Introduce student sketches to Introduction then have activity follow.	Eliminated the article. Questions were added. Brainstorming handout was added. Objective headings changed for consistency. Introductory activity of sketching a picture was added.

FIELD TESTING - TEACHER EDUCATION

Lesson	Comments	Changes Made
5. School Reform	Concept attainment appeared to be excellent approach but instructors need grounding in process. Check to see if LO is appropriate. Students might find definitions helpful. Student participation and interaction enhances this lesson. Should be very specific on why integration is important.	Directions for Concept Attainment model were expanded. Learning outcomes were changed. Justification was expanded for connection to integration and questions were added to Debriefing.
6. Rules, Roles, and Relationships	If going to use Cardinal Principals of Education, eliminate 1918 sexist information/language while maintaining intent of its concept. School map appears to cause some confusion.	Language was edited for 1990's. Eliminated school map, and class schedule book. Article was rewritten. Questions and directions were clarified.
7. Dynamics of Change	Icons need explanation. Handout dated. Is learning to learn a basic skill? Debrief process was essential. Can you teach cooperation in an individualized way - no. Directions too simple for mature adults. Criticized for not following M. Hunter format. Need specifics on when to distribute handouts.	Icons explained in introduction. Article was eliminated. Basic skills were expanded. Directions were changed with details on how to use handouts and sensitivity to teaching mature adults. Input from other sites caused addition of individualized plan.
8. Student/ Teacher Expectations	Role playing model difficult to use. Magic square task renewed math phobia for students. Hard to refocus on lesson content of labeling students. Observer sheets did not work.	Expanded directions on distributing handouts. Role play was expanded to eliminate difficulties. Observation Sheets were eliminated. Gave directions to assist teacher educators with staying off math phobia and staying on task.
9. Learning Style	Instructors liked lesson - thought effective. Recommended that the Gregorc indicators be used prior to student teacher placement. Students wanted more specific directions. Use vertical arrows to prevent students from adding horizontally.	Added evaluation outcome to use Gregorc indicator with student teacher placement. Directions were revised to be more specific.

FIELD TESTING - TEACHER EDUCATION

Lesson	Comments	Changes Made
10. Lifelong Learning and Professional Development	Students felt the group investigation model was not useful. Define factors in the learning activity. Instructor used practical problems approach. Objectives and materials required were good. Lesson plan easy to follow. Define debriefing. Beneficial for students to share ideas and communicate different viewpoints. Active participation of students. Instructor recommended to eliminate Forces transparency - keep Do More transparency.	Teaching strategy was changed. Added consistency to terminology. Guide to icons that explains debriefing is in introduction and transparency was eliminated.
11. Keys to Integration	Students and instructors liked the lesson. Clarify what constitutes a team. It was recommended that an evaluation option for lesson could be to develop a lesson plan that used games or simulations as a teaching strategy.	Development of lesson was added to evaluation options. Directions were expanded to clarify team. Debriefing changed to emphasize value of teams.
12. Learning from Others	Remove indications of time. Practical Problem in lesson was very good. Make stronger connection to title. Evaluation options were good. Nominal Group Technique worked well as a teaching strategy. Active student participation. Debriefing session worked well. Students and teacher liked the lesson. Handouts good. Provide rationale for term "new basic skills". Transparency on new basic skills would have been helpful.	Title of lesson was changed to reflect lesson content. Introduction provides rationale for "new basic skills". Transparency added.
13. Special populations	Lesson was confusing and difficult to use. Directions were unclear. Lesson needs to be redone.	Lesson was totally rewritten and reviewed by Special Needs faculty.

FIELD TESTING - TEACHER EDUCATION

Lesson	Comments	Changes Made
14. Teaching the Adult Learner	Students liked the lesson. Instructors liked the Concept Attainment Model. Give more direction in the Evaluation Option section. Recommended handout revision. Order of categories was questioned. Need definitions for "new basics". Content of lesson important.	Handout in the Evaluation Option section was expanded. Revisions in handout were made. Categories were changed. New basics explained in introduction.
15. The Curriculum Challenge	Lesson could be combined with Lesson 10. Questioning strategy was hard to understand. Redo handout and transparencies. Bloom's taxonomy became confused with the purpose of the lesson. Some instructors liked this lesson, others did not. Emphasize the importance of curriculum.	Changed lesson to stand on its own. Teaching strategy was changed. Handout was redone and eliminated transparencies. Bloom's taxonomy taken out of lesson. Refocused lesson on integrated curricula.
16. Education Culture	Add media resources. Instructor resources excellent. Teaching strategy was useful for classroom discussion. Debriefing strategy - excellent to summarize discussion. Students liked case study method and content.	Media resources were not added but introduction gives clear definitions for integration of basic skills.
17. Maintaining a Healthy Balance	Title was confusing. Teaching strategy worked well. Overhead good and article was excellent. Include copy of transparency in lesson and individualize lesson.	Title was changed to match integration focus. Lesson has been individualized and transparency included.

Overall, the lessons were very well received by teachers and students. Instructors liked content, organizations and teaching methods presented. Instructors requested a formal orientation to materials (Introduction) in the curriculum. Definition of terms and time constraints were reviewed for consistency and addressed in the revision.

FIELD TESTING - COUNSELOR EDUCATION

Issue	Comments	Changes Made
1. What do school counselors need to do to assist all students (including special populations) in educational and employment transitions?	Collapse LO1 into LO2. Too much volume, became overwhelming. Debriefing good idea; rethink timeframe, place in sequence, questions used to facilitate discussion. Make LO#3 separate issue. Video: very good - excellent. Students expressed concern over practicality of "materials/concepts." A grand overview or orientation to training/materials essential. Drop/reduce number of competencies/learner outcomes.	Collapsed lessons 1 & 2. Lesson outcome collapsed into issue 5 to focus on diverse student populations. Instructor's manual was developed to present curriculum overview and directions. Reduced number of pages.
2. What tenets have led to the need for combining academic and vocational education (integrating new basic skills into vocational education)?	LO1 essential, but needs better lead-in. Reduce the number of transparencies to #8 only. Students felt transparencies helpful and well done. LO2 pages misnumbered & not organized well. Instructors felt were models confusing. Summary transparency is enough. Lesson very effective with lots of discussion.	Reduced number of transparencies. Teacher-learner interaction was redone Clear referencing of transparencies/handouts to curricula. Fewer transparencies in modules.
3. What are the various definitions of new basic skills, and how do differing definitions impact curriculum design and content?	Instructor noted: repetition, too much material, debrief beyond student capacity/experience. Instructor felt students would need more background in VE legislation, NCDG, restructuring & integration. Counselor input into curriculum is a role issue. Recommended to reduce/prioritize activities. Students liked materials but felt overworked and confused.	Reduced number of materials. Reduced number of lessons. Simplified materials.
4. What dynamics are changing the workplace as it relates to planning and the new basic skills students need to be successful?	Instructors need more supportive/narrative materials themselves to handle materials effectively. Materials are exhaustive. Materials and readings need to more tied together to be effective. Newspaper activity needs to be re-thought or re-worked. Students comments indicated enthusiasm/excitement with issue.	Reduced number of materials. Collapsed readings and abstracted articles to simplify readings. Training manual developed for entire curricula.

FIELD TESTING - COUNSELOR EDUCATION

Issue	Comments	Changes Made
5. What are the implications of changing student demographics for planning and new basic skill acquisition?	Large body of material for this issue needs overview and content. Articles overwhelming in volume/immobilizing in content. Either collapse or make distinctive LO# 1,2,3. Narrow focus for readings/set delimiters/ summarize. Students working in small groups may list them in feeling mastery over issues & trends. Students who did IEA found it important to their learning. Tie societal needs, trends & basic skills together better.	Reduced the issue from three to two lessons. Combined issue 5 with 1 to focus on diverse student needs. Added "Voices" video to this issue. Reduce number of pages.
6. What are the issues and problems associated with the development and implementation of a comprehensive guidance and counseling program?	Overkill; too much material; too many articles. Check page numbers and references for mismatch or sequence difficulties. Students liked video, instructor did not. Collapse LO1 into LO2. Question raised that issue 6 assumes knowledge of material in issue 7 and that issues should be combined.	Reduced number of materials. Collapsed the issue from three lessons to one lesson. Eliminated video. Switched articles to newsletter format. Eliminated overlap between issues 6 and lesson 7.
7. How can school counselors assist all students to develop individual life/career plans?	Divided on whether content important and stimulating or redundant with Issue 6. Materials good but need to be organized and edited. Large discrepancy in time needed for LO1 vs. LO2. LO2 may need further refinement or develop into stand alone product. Students concerned with applicability - will they have time as practitioners. Video (LO2) "awful"; transparency "HOKEY."	Collapsed this issue into a single lesson. Video eliminated in lesson. Materials reorganized and edited. Reduced number of materials.
8. What do school counselors need to know about school restructuring and how their voice can be heard in local efforts to promulgate educational change?	Question raised as to appropriateness of issue - should it be aimed at school administrators? Lacked the background necessary to cope/master the complexities of the issue. Students did not reach consensus; some felt issue was important vs. others who felt it irrelevant.	Focused information on content relevant to curriculum. Reduced lessons from two to one. Reduced number of materials.

FIELD TESTING - COUNSELOR EDUCATION

Issue	Comments	Changes Made
9. How can school counselors influence educational change to better meet the needs of all students?	Needs overview. Too much material to deliver; is it relevant to counseling or administration? Can alert student to issues but cannot deliver skills. Language/jargon new, unfamiliar and problematic. Transparencies need work and could be thinned out. Need small group activities. Can transparencies be organized to match reading?	Focused material on single lesson relevant to counselors. Reduced number of materials. Removed material related to administrators. Reorganized, reduced number of transparencies.
10. How can school counselors be prepared to be continuously renewed?	A major concern for this issue was use of ERIC system. Some students familiar, some not. Video was dull and too long; condense major points into overhead. Some students felt that the PRQ quiz was transparent. Make it clearer; use it as a wrap up activity; needs better checklist; is biased. Whole lesson needs jazzing up; make more vivacious.	Reduced lessons from three to two. Removed some of ERIC emphasis. Eliminated video. Condensed information into few bullet transparencies. Lesson condensed and clarified.

Overall, counselor educators endorsed the curriculum materials. Instructors and students reported that materials were comprehensive and well done. Order and grouping of issues/lessons were reorganized based on reviews. Number of materials were reduced. Careful technical editing was provided in response to format and organization of materials. Training Manual/Instructor's Guide was developed.

APPENDIX N

Sample Front Pages from Curriculum Unit

1

VOCATIONAL
TEACHER
EDUCATION

Integrating
Basic Skills Into
Vocational Teacher
Education Curricula

Gene W. Gloeckner
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School of Occupational
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THE INITIAL STEPS

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Lessons are paginated separately.

Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

PROJECT OVERVIEW

The goal of this project was to develop, field test, and disseminate curricula that would help preservice vocational education teachers and school guidance counselors learn how to integrate basic skills instruction into their work. One curriculum was designed for use by vocational teacher educators, the other for school guidance counselor educators.

The project staff followed four steps in developing these curricula. First, the staff developed field test materials with the help of two Working Group teams of national experts. (The Working Groups assisted throughout the project, identifying competencies, suggesting field test sites, recommending and helping to locate potential curriculum materials, reviewing materials chosen for inclusion in the curricula, and guiding the dissemination of draft curricula to field test sites.) Second, the project staff compiled two reviews of literature, one in vocational teacher education and the other in school counselor education, to help identify decisionmakers' current views on the importance of teaching basic skills to secondary and postsecondary students preparing to enter the workforce. Third, the project staff conducted site visits at nine vocational teacher education and nine school counselor education institutions. The Working Groups had identified these institutions as sites in which some emphasis was being given to basic skills in preservice curricula. Finally, the project staff used Working Group comments, the literature reviews, and the results of their site visits to produce draft sets of the two new basic skills curricula.

The project staff then field tested the draft curricula at nine teacher education and nine school counselor education institutions. (None of these were the same institutions at which site visits had been made.) At each field test location, project staff members worked with a Site Liaison to integrate the draft curricula into existing vocational teacher or school counselor education instruction. The project staff used the resulting field test reports to improve the lessons, formats, and teacher instructions of the new basic skills curricula.

Final versions of the two curricula have been sent to all site visit and field test locations and to major curriculum clearinghouses and teaching-materials dissemination sites. Information about the curricula has been sent to vocational and industrial teacher education programs and school counselor education programs nationwide. The procedures used in developing the curricula will be reported to major journals in vocational, counselor, home economics, industrial, and technology education. These procedures will also be summarized at presentations to state, regional, and national conferences in the same professional areas.

ACKNOWLEDGEMENTS

A United States Department of Education Contract through the Office of Vocational and Adult Education provided the funding for the development and production of this Integrating Basic Skills curriculum. The staff in the Office of Vocational and Adult Education provided valuable input and support. Special thanks for the leadership provided by Jackie Friederich, Richard Di Cola, Bernice Anderson, Laura Johns, Gisela Harkin, and Susan Webster.

Faculty and staff at Colorado State University, and particularly in the College of Applied Human Sciences, have been willing to provide necessary technical skills and assistance whenever needed throughout the contract. The School of Occupational and Educational Studies and the Department of Industrial Sciences were particularly instrumental in the success of this curriculum effort.

The Integrating Basic Skills curriculum was developed and written with guidance from experts in the field who have shown commitment and dedication to integrating basic skills into vocational education. We sincerely thank the members of our Working Group for their contributions. The members of the Teacher Education Working Group were: Kay Clayton, A & I University, Kingsville, TX; George H. Copa, University of Minnesota, Minneapolis, MN; Thomas H. Crumbaker-Smith, Boltz Junior High School, Fort Collins, CO; Jim Hubbard, Colorado Alliance for Science; Michael W. Neden, Delta County Schools, Delta, CO; Leno S. Pedrotti, Center for Occupational Research and Development, Waco, TX; L. Allen Phelps, University of Wisconsin—Madison, Madison, WI; Jane Plihal, University of Minnesota, Minneapolis, MN; and Sally Yahnke, Colorado State University, Fort Collins, CO.

Vocational teacher education programs at universities across the country assisted as visitation and field test sites. The input provided by both groups expanded and improved the final product. We are indebted to faculty, teachers, and students at the following institutions for the insights they shared.

Teacher Education Sites: Bemidji State University, Corpus Christi State University, Idaho State University, Illinois State University, Indiana University of Pennsylvania, Michigan Consortium, North Carolina Central University, Northwest Regional Educational Laboratory, The Ohio State University, University of California—Long Beach, University of Georgia, University of Maryland, University of Minnesota, University of Missouri, University of Wyoming, and Virginia Polytechnic Institute and State University.

During our site visit to the University of Maryland, Dr. Francine Hultgren shared the Perennial and Practical Problem approach used in the Home Economics Curriculum in Maryland. This was a turning point for our curriculum effort. We hope our curriculum model reflects the impact of Dr. Hultgren's work.

Dr. Donald Cruickshank, Professor Emeritus from The Ohio State University, graciously permitted us to use two Reflective Teaching Lessons. We hope that this curriculum project helps teachers and teacher educators reflect on their teaching in the manner which Dr. Cruickshank modeled so well.

The School of Occupational and Educational Studies at Colorado State University has an integrated faculty of vocational and general educators. The vocational teacher educators on this contract want to recognize the contributions of our general education faculty member, Dr. Barbara Nelson. Barbara's expertise in teaching models and lesson planning enhanced the curriculum and increased our commitment to the integration of vocational and general teacher education.

The leadership, guidance, and support provided by Dr. R. Brian Cobb, Project Director, facilitated our work on the project. Dr. Nancy Hartley and Dr. Jaime Stefan, Project Coordinators, kept progress running smoothly as we traveled and wrote. Dr. Joseph Daly and Dr. Rich Feller provided insights into the counselor's role in integration as we worked as an integration team.

In the two years in which we have been working, many people have been an important part of this team effort. Staff, graduate students, and student workers have contributed time and energy. Special thanks to: Len Albright, Bart Beaudin, Betty Bloom, Sheila Bowman, Lynn Butler, Susan Cipolla, Barbara Cisneros, Terry Deniston, Jackie Friederich, Jody Gerst, Betty Grant, Stephen Jaouen, Nathalie Kees, Katy Koenen, Jean Lehmann, Jon Lewis, Jeff Lovejoy, Dawn Mallette, Carmen Manning, Laura McIntyre, Fawn Milliken, Laura Myers, Kathy Phifer, Laurie Pierce, Tracey Seltzer, Dee Spaulding, John Sutton, Janet Trever, and Ron Warren. We appreciate the efforts of each of you.

Cathleen T. Love and Gene W. Gloeckner

APPENDIX O

Final Dissemination Plan

Planning and Integrating Basic Skills into Vocational Teacher and Counselor Education Curricula

FINAL DISSEMINATION PLAN

The goal of our dissemination plan is to encourage the adoption of the curriculum materials for the planning and integration of basic academic skills by preservice teacher and school counselor education programs. Our target audience will be all educational institutions that train preservice teachers, school counselors, and other dedicated professionals.

To reach our goal, this dissemination plan is based on the model developed by the Dissemination Analysis Group (Moser, 1983; Budke, 1989). The three-step conceptual model of the dissemination process is as follows:

SPREAD is the one-way broadcasting of knowledge in all forms. It will be accomplished by identifying various linkages and networks so that the information on the curriculum materials can be sent to all department heads of the preservice teacher and school counselor education programs in the country. Vocational teacher education programs will be identified by using the NCRVE national database to determine the most up-to-date listing of colleges and universities. The NCRVE Report (Lynch, 1990) showed 432 colleges and universities offering one or more preservice vocational teacher preparation programs. *The Association of Teacher Educators (ATE) Directory of Collegiate Field Experience Administrators, 1990-1993*, will be used to develop the database for preservice teacher training institutions. The directory indicates that there are approximately 1,155 institutions in the United States and 35 in Canada. Supplemental directories will be used to maximize the dissemination of information. These include the *National Directory of the Home*

Economics Division of the American Vocational Association for 1990-1991 which shows 445 home economics programs and the *Industrial-Technical Education Directory for 1991-92* which shows 244 programs. The school counselors will use *Counselor Preparation, 1990-1992* (Hollis & Wantz, 1990) which indicates 309 counseling programs offering school counseling degree programs.

All fifty states, as well as the District of Columbia, Guam, and Puerto Rico offer at least one vocational teacher and/or school counselor education program. Curriculum information will be sent to all Vocational Education Directors, State Vocational Administrators, Chief State School Officers, the Chief State School Officers Organization in Washington, D.C., the National Association of Career Guidance Supervisors, Program Managers for Vocational Guidance, and in-service officers (e.g., Agriculture, Home Economics, Business, Marketing, Health, etc.). This information will also be distributed to all secondary and postsecondary institutions in each state, Washington, DC, Guam, and Puerto Rico. In addition, the University Council of Vocational Education will receive it, as well as Executive Directors and Chairpersons for SCOVES and AVA Program Chairs.

Articles will be submitted for publication in each American Vocational Association Divisional Newsletter, *National Education Association Journal*, and *American Vocational Association Journal*, *Vocational Education Weekly*, and other prominent journals and periodicals (Moser, 1983; Fleischman & Willette, 1980).

Flyers, press releases, and a brochure on the project will be developed. The brochure will include lesson titles and an overview of each lesson and how it relates to integration.

State association newsletters will be among those receiving a press release. All AACD Association Newsletter press releases will be coordinated. We will use *Guidepost* to build anticipation for the curriculum. The project has already been referenced in AACD and as an ASCA concept paper.

Briefs and fact sheets will be put on electronic mail networks for automatic exposure regarding the preservice vocational teacher and school counselor curriculum materials, e.g., ADVOCNET, BITNET, Edline, CompuServe, The Source, and the Consortium Network (Budke, 1989; Moser, 1983).

On-line databases will be utilized to deliver the information on the development of the preservice curriculum materials, e.g., Resources in Vocational Education and Vocational Education Curriculum Materials (Budke, 1983).

Diffusion networks will be utilized to distribute information about the curriculum materials. Two copies of the curriculum material modules will be sent to each of the following organizations: the ERIC Clearinghouse on Adult, Career, and Vocational Education, ACES-ERIC Counselor Education Network, Curriculum Coordination Centers of the National Network for Curriculum Coordination in Vocational-Technical Education, and the Appalachia Education Laboratory (school counselors only). An endorsement from the National Association of Secondary School Principals will be sought for the curriculum. SOICC/NOICC will receive notification for adaptation into their training sessions. Also, the National Association of Career Guidance Supervisors will be notified. The school counselor curriculum has been referenced in the AACP and ASCA concept paper.

Since the inception of the project, a database of individuals who have expressed interest in our curriculum materials project has been evolving. Information will be sent to every person who has written or contacted this project requesting information.

The project will distribute the proper number of curriculum materials required by the RFP to members of the working groups, and universities and colleges that participated as site visitation and field test locations.

EXCHANGE is the multi-flow of information and will be accomplished by providing information and support for new users through the development of supplementary materials that aid in the implementation and adoption of the program. A teacher's guide or introduction to the materials will, of course, need to stress the justification for the model used and the tie-in to integrating basic skills.

Activities to promote awareness and outreach will be provided through presentations at conferences, seminars, or meetings (Moser, 1983; Fleischman & Willette, 1980). Four presentations at the 1991 American Vocational Association in Los Angeles, two presentations at the National Integration Workshop in Beaver Creek, CO, in 1991, and other presentations have already been given.

CHOICE is the selection of materials used to improve education. This will be addressed by providing relevant program materials at a reasonable cost. Reliable outcome data on the curricula will be provided through our field test procedures, and these curricula can be modified for in-service training. The cost figures for the curricula will reflect the cost of implementing the program, e.g., staffing, facilities, materials, and other cost factors.

The dissemination activities will be reviewed regularly to assure that the elements of the plan are being met. Records will be kept on dissemination activities including institution and individual names, addresses, phone numbers, and FAX numbers for use in any follow-up activities. Records will also include the institutions to which information on the curriculum materials were sent.

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APPENDIX P

Dissemination Brochure

Integration Project Mailing Databases

# of Names	FILE NAME	TE	CE	SOURCE
131	AVA-90.LST	X		ALL 1990 AVA LISTS
321	COUNPRE.592		X	*Counselor Preparation, 1990-1992* by Hollis & Wantz (orgs. w/school counselor programs)
702	ATE-B&J.LST	X		Assn. of Teacher Educators, *Directory of Collegiate Field Experience Administrators*, Vol. I, #7
612	ATE-C.LST	X		As above.
11	FELLERTP.LST		X	Feller list, 5/91
18	FLD-TEST.LST	X	X	Field test site coordinators
44	FS-INT.LST	X	X	Persons interested in being field test site coordinators, 12/91
102	FSAP&ACC.LST	X		Field test site applications list, 12/91
9	GG-AVA.LST	X		Names Gene brought back from 1990 AVA
29	GG-INDED.LST	X		Gene's industrial education list, 2/91
36	LANDGR.LST	X	X	Deans, Colleges of Education, Land Grant Colleges, 2/91
66	NNCCVTE.LST	X	X	National Network for Curriculum Coordination in Voc and Tech Ed., 3/89
97	POSTSEC.LST	X	X	Postsecondary institutions, 12/91
53	REQINFO.LST	X	X	People who have requested info on the project
8	SECSITES.LST	X	X	Educators at secondary institutions
59	STATEOFF.LST	X	X	Directory of Chief State School Officers, Nov. 1990

# of Names	FILE NAME	TE	CE	SOURCE
22	UCVE-VE.LST	X	X	Seems to be people in Education and Vocational Education departments
31	VIS-SITE.LST	X	X	People who applied to be visitation sites, 12/91
76	VLEC.LBL	X	X	Colorado inservice
57	VOCEDDIR.LST	X	X	Mostly with state education departments
24	WKGROUP.LST	X	X	Working group members
129	TED.A	X	X	Special Needs Teacher Education
520		X		Industry Techology Teacher Educators
		2825	720	

Order Form

Integrating Basic Skills into Vocational Teacher Education Curricula
(All purchasers are encouraged to order Book 1, a primer on basic skills integration.)

	Unit Price	(Qty.)	Unit Total
Book 1: The Initial Steps (3 lessons)	$16.00		
Book 2: Changing Attitudes (3 lessons)	$16.00		
Book 3: Reality of Learners (4 lessons)	$16.00		
Book 4: Change in the Public School (4 lessons)	$16.00		
Book 5: Challenges for the Teacher (3 lessons)	$16.00		
Review of Literature	$11.00		

Counselor Role and Educational Change: Planning, Integration, and Basic Skills
(Each order must include at least one copy of Book 1.)

	Unit Price	(Qty.)	Unit Total
Book 1: Instructor's Manual	$10.00		
Book 2: Preparing Counselors to Serve Diverse Students (3 lessons and 1 35-minute video)	$116.00		
Book 3: Basic Skills, Integration, and the School Counselor (4 lessons)	$16.00		
Book 4: Planning for Success in Tomorrow's Workplace (4 lessons)	$16.00		
Book 5: Comprehensive School Counseling and Guidance Programs (4 lessons)	$16.00		
Book 6: Educational Change and Counselor Renewal (4 lessons)	$16.00		
Review of Literature	$11.00		
		TOTAL	

Make checks payable to:
Colorado State University

Mail check and order form to:
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Education Building, Room 209
Colorado State University, Fort Collins, CO 80523

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School of Occupational & Educational Studies
Education Building, Room 209
Colorado State University
Fort Collins, Colorado 80523

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Permit Number 19

Integrating Basic Skills into Vocational Teacher Education Curricula

A curriculum developed by:
School of Occupational & Educational Studies

Colorado State University

WHO SUCCEEDS AFTER GRADUATION?

Recent studies show that secondary and postsecondary students leaving school with certain "basic skills" are the ones most successful at work and at home. They're also better lifelong learners.

What are these basic skills, and how do teachers learn to teach them?

The new curriculum *Integrating Basic Skills into Vocational Teacher Education Curricula* answers these questions. Designed for use by educators of vocational education teachers, these 17 lessons are a stimulating way to show teachers how to integrate basic skills instruction into their future work.

Each lesson is the end product of extensive, nationwide field testing supervised by curriculum developers Dr. Gene W. Gloeckner and Dr. Cathleen T. Love of Colorado State University's School of Occupational & Educational Studies. Funding was provided by the Office of Vocational and Adult Education of the U.S. Department of Education.

In addition to the 17 lessons (presented in five books), the curriculum developers have written a *Review of Literature* thoroughly summarizing current basic skills research and reports.

Each lesson in *Integrating Basic Skills into Vocational Teacher Education Curricula* has been written to stand alone. Therefore, each of the five books may be ordered separately or as a set. Book 1, *The Initial Steps*, is especially helpful as a primer on the subject of basic skills integration, and is an effective introduction to the entire curriculum.

Book 1: The Initial Steps (3 lessons)
Conceptualizing Basic Skills
Models of Integration
Keys to Integration

Book 2: Changing Attitudes (3 lessons)
Affective Domain: Changing Attitudes
Lifelong Learning
Student/Teacher Expectations

Book 3: Reality of Learners (4 lessons)
Social Conditions of Youth
Learning Styles
Special Populations
Teaching the Adult Learner

Book 4: Change in the Public School (4 lessons)
School Reform
Rules, Roles, and Relationships in Schools
Dynamics of Change
Partnerships: Involving the Community

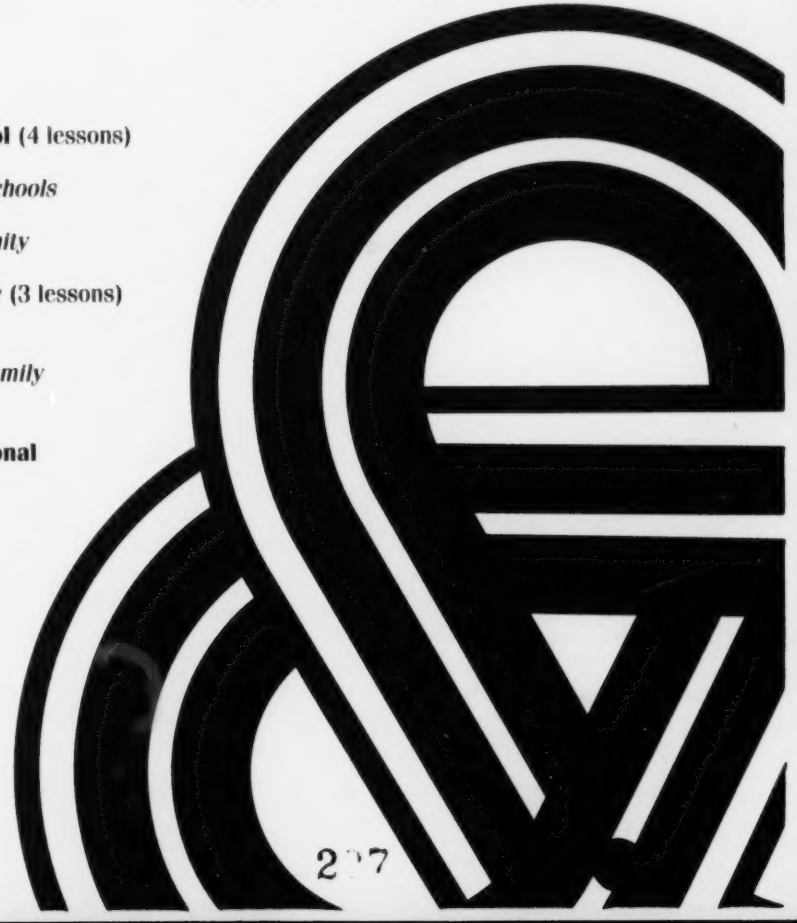
Book 5: Challenges for the Teacher (3 lessons)
The Curriculum Challenge
School Culture
Modeling Integration of Work and Family

Review of Literature–
Integrating Basic Skills into Vocational Teacher Education Curricula

For Information:
Write or call the School of Occupational & Educational Studies/Education Building, Room 209/Colorado State University/Fort Collins, Colorado 80523/ (303)491-1843.

Note:
The counseling faculty of Colorado State University's School of Occupational & Educational Studies has developed a similar curriculum for use by school counselor educators. Ordering information for *Counselor Role and Educational Change: Planning, Integration, and Basic Skills* is available on the attached Order Form.

Development of these basic skills materials was funded by the Office of Vocational and Adult Education of the U.S. Department of Education, Contract Number VN90003001.



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Each lesson is the end product of extensive, nationwide field testing supervised by Richard W. Feller and Joseph L. Daly of Colorado State University's School of Occupational & Educational Studies. Funding was provided by the Office of Vocational and Adult Education of the U.S. Department of Education.

In addition to the *Instructor's Manual* and the 19 lessons (presented in a total of six books), a *Review of Literature* is available.

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Each lesson in the curriculum *Counselor Role and Educational Change: Planning, Integration, and Basic Skills* has been written to stand alone. Therefore, Books 2 through 6, which contain the lessons, may be ordered separately or as a set. Each order must include at least one copy of Book 1, the *Instructor's Manual*, which contains an introduction to the entire curriculum.

Book 1: Instructor's Manual

Book 2: Preparing Counselors to Serve Diverse Students (3 lessons and 1 35-minute video)
- *Societal Trends*
- *Status of Youth*
- *Diverse Populations*

Book 3: Basic Skills, Integration, and the School Counselor (4 lessons)
- *Tenets of Integration*
- *Models of Integration*
- *Basic Skills*
- *Didactic/Work-based Learning*

Book 4: Planning for Success in Tomorrow's Workplace (4 lessons)
- *Change in the Workplace*
- *Workplace Basic Skills*
- *Labor Market Projections*
- *Basic Skills/International Competition*

Book 5: Comprehensive School Counseling and Guidance Programs (4 lessons)
- *Student/Counselor Competencies*
- *Counselor Role Models*
- *Comprehensive Programs*
- *Life Career Plans*

Book 6: Educational Change and Counselor Renewal (4 lessons)
- *School Restructuring*
- *Educational Change*
- *Assessing Needs*
- *Best Practices*

Review of Literature–
Counselor Role and Educational Change: Planning, Integration, and Basic Skills

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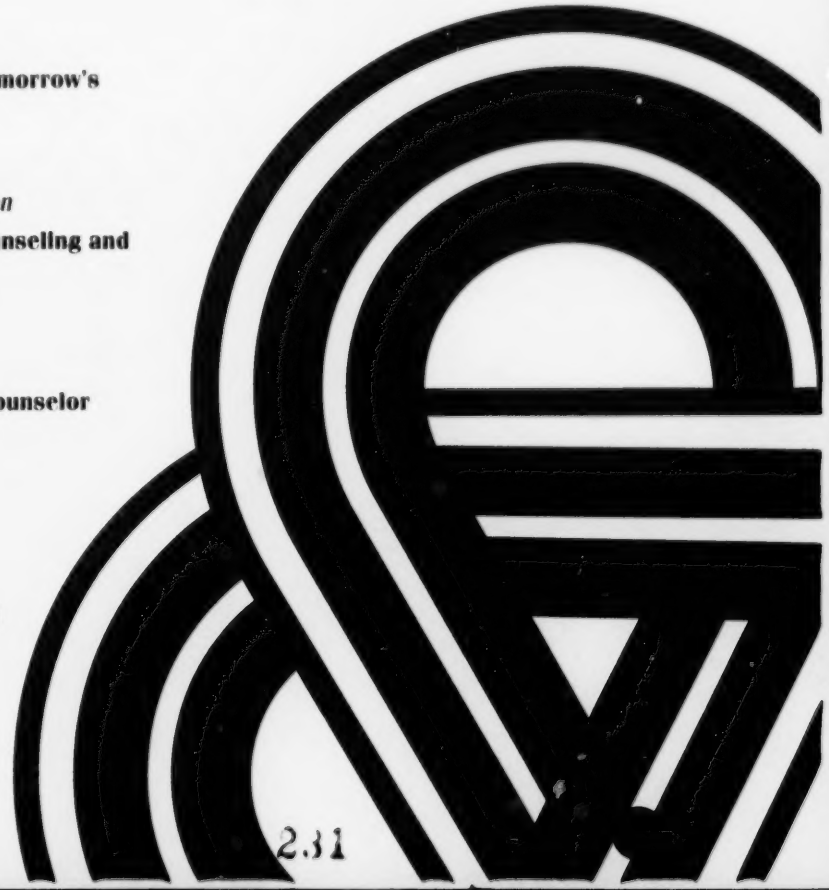

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